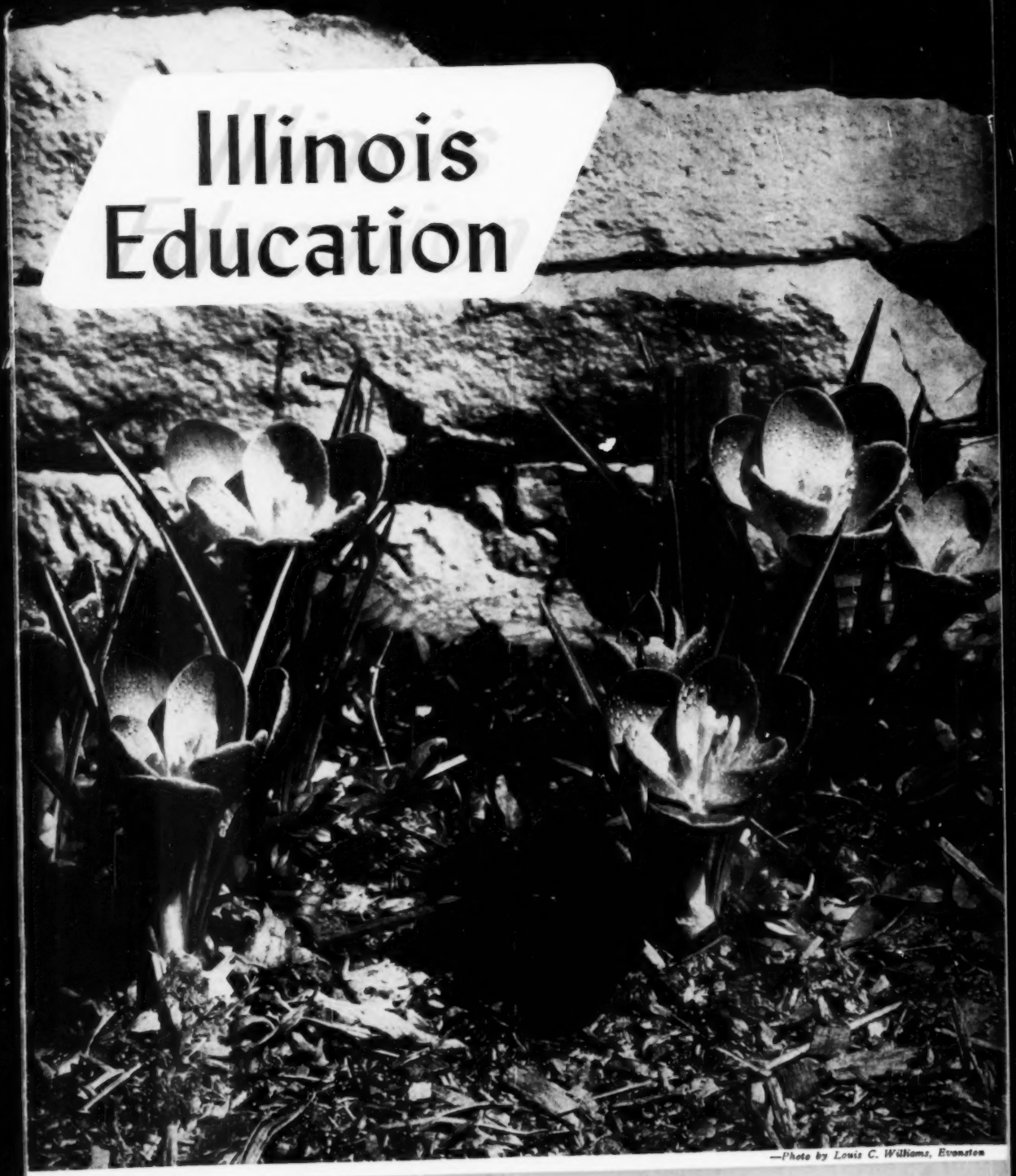
Illinois Education



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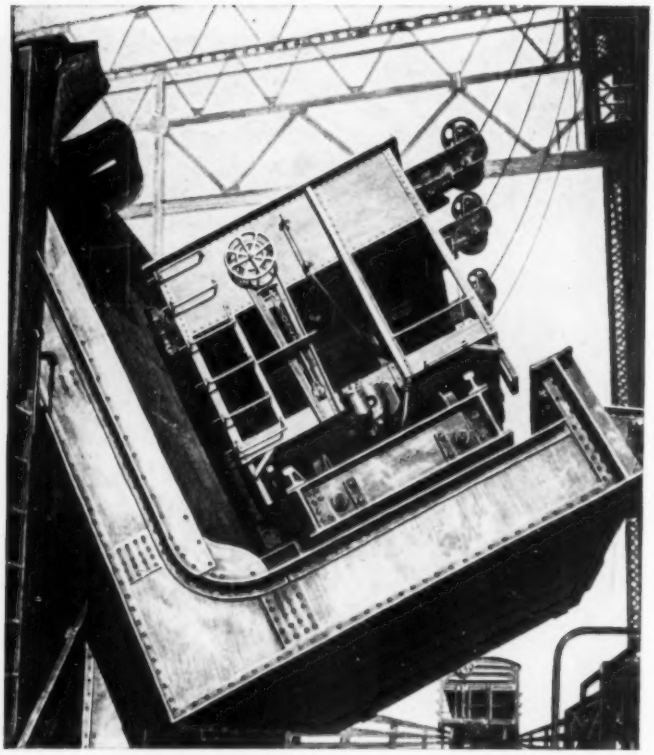

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— TEACHERS SPEAK UP —

'Best and Truest'

Dear Fellow Workers:

Your article, "A Parent Has Her Say," (February ILLINOIS EDUCATION) is one of the best and truest ever published anywhere. That states the only way our school systems can save themselves.

—MRS. CORAL W. LAMBERT, Box 49, Nachusa.

'Well Received'

Dear Miss Angel:

I want to express my deep appreciation for the fine way you edited "A Parent Has Her Say"!

I *loved* the cartoon, and I feel that the subheadings and everything about the way you "set it up" contributed in no small way to the success of the article.

It has apparently been well received, as I have been deluged with favorable comments.

Thank you again for making my article look so attractive.

—ALICE E. (MRS. HAROLD V.) TOLLE, 921 Sixth Street, Charleston.

A high school guidance director inquired about the possibility of securing reprints of the article for distribution to parents of students, and a grade school principal called to say that his teachers thought the article "should be required reading for everyone in the district." However, an education professor wrote in a postscript to a letter on another subject, "Maybe we should let the parent have her say, but there is an answer to Alice E. Tolle's article."—Ed.

Philosophy Is Foundation For Teaching Methods

A group of teachers upon entering a highly recognized laboratory school in a nearby college were greeted with this statement by the superintendent: "I suppose that you are here to see methods employed."

As a part of the educational requirement for all teachers in all universities, before a person can get his degree he must take a certain number of methods courses. I am not against methods, but I am wondering if we have put methods on a solid foundation. No two teachers teaching the same class could possibly use exactly the same methods. Their personalities alone would not let them.

Fundamentally they may use the same approach to the subject matter and the same method in its presentations, but in details there must be some differences. If more emphasis were put on the philosophy behind teaching and education goals, I wonder if we would not be more successful in our attempts to train young people. It would probably be very interesting if we were to pick at random 1000 teachers, ask them to define the word "education," and then analyze their answers—or maybe

(Continued on page 315)

Bylines

THE HUMOR and the seriousness of teachers are reflected in the following two poems by Illinois teachers. The first one, called "How to Condense 20 Careers Into One 'Easy' Profession," or "The Role of the Classroom Teacher," is reprinted from *School Outlook*, publication of the Evanston Community Consolidated School District No. 65:

She's an actress front rank
With all talents directed
To charm squirming youngsters
to learn what's expected.

Mix the patience of Job
With Isaiah's great fire,
She's a preacher unique
With the art to inspire.

She's a doctor, in part,
Her quick practiced glance
Will detect any rash
Or a sniffle, perchance.

An efficiency expert
Well schooled in technique
She'll urge every child
To his maximum peak.

The arts diplomatic
Are all in her ken,
Shall she coax or coerce,
What not to see—when?

A salesman deluxe,
With a rich stock in trade,
For sale to each bidder,
All payment delayed.

Sherlock Holmes was a whiz,
A detective she's too,
She'll track down "you name it,"
Without even a clue.

At times she's a mother
To Susan or Tom,
How often they've called her
Unwittingly, "Mom."

She's a humorist, wise,
Handles things brightly,
Knows deep thoughts "go home"
When stressed rather lightly.

Concerned with the problems
That impede wholesome learning
Social worker she's too,
For the joy, not the earning.

A seeker of truth
In a world that's gone wild,
Her philosophy—Faith
In the heart of a child.

—Blanche Berson Robbins
Nichols Intermediate School
Evanston

•

MY TASK

To teach my students the joy of serving,
To teach them how to be observing,
To teach them what is right and wrong,
To teach the beauty in a song,
This is my task.

To give unbiased information,
To guide into a wise vocation,
To teach them how to be forgiving,
To teach the need for righteous living,
This is my task.

—Mrs. Gertrude Arnold
Winslow High School

—*The Editor*

Illinois Education

Volume 40, No. 8 **April, 1952**

Hope Angel, Editor • Francine Richard, Assistant Editor • Irving F. Pearson, Consulting Editor • L. R. Grimm and C. E. Vick, Contributing Editors

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Payment of membership dues entitles a member to attend all meetings of the association and its divisions, to hold office, and to receive services as directed by the Representative Assembly or the Board of Directors.

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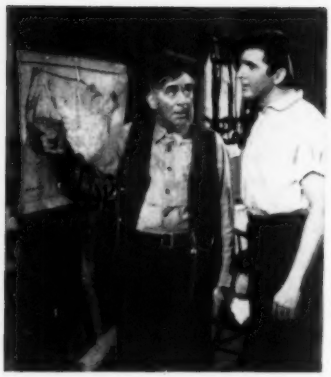

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Let's Participate 100 Percent For IEA's 100th Year

BROWN COUNTY, in the South Central Division, leads the parade with 100 percent contributions to the IEA Centennial Addition Building Fund. The contributions totaled $174 from 58 teachers, or $3 per teacher, the average which would satisfy contribution needs if all teachers would contribute accordingly throughout the state. Donations of $300 from the Montgomery County Teachers Association and $25 from the Litchfield Elementary Teachers Association also helped greatly toward the Mar. 27 total of $941 from these and 206 other donors.

Southern Division on Mar. 27 led in total contributions, having returned $1962.30 from 838 contributors. Western was next with $1585.85 from 566 persons. Blackhawk had returned $1346 from 491 donors, Northwestern $764.40 from 364, Central $383 from 171, Southwestern $381 from 105, Southeastern $267.50 from 101, Northeastern $254 from 115, and Eastern $229 from 75. Many divisions are now receiving contributions, but returns have not been made to the state office. Others are about to begin their canvass for contributions. On Mar. 27 nearly $10,000 had been received at the state office.

The architects, Hadley and Worthington of Springfield, have completed plans for the Centennial Addition and are now drawing up detailed specifications. The addition, to cost about $150,000, will be about the size of the present building, and in harmony with its architectural design. It will provide badly-needed office and committee-room space, a library room, a darkroom for film production, and a badly-needed auditorium to accommodate the many conferences held in IEA headquarters. Plans also call for much-needed filing and supply space.

When the Centennial Addition is completed and in use, each donor will be proud to have contributed to the project—a project which will be as significant to the future of the profession and the schools as any preceding it. Contributions from all members, on the basis of average donations received to date, will insure the dedication of a Centennial Addition during the centennial year of the association. Why not make it 100 percent participation in honor of the 100th year of the association? Such participation will insure success with minimum outlay by individual members and by the association itself. The IEA has done much for the teachers of Illinois. They may now help the IEA in a personal way.

Too Serious for the Educators?

Certain University of Illinois liberal arts and science professors testifying before the School Problems Commission recently attacked teacher training, public school teaching, and the products of our elementary and high schools.

One professor said, "Education is too serious a business to be left to the 'educators.'" Another said, "There is no evidence that the art of teaching can be taught," and that the "educator's" chief interest "is clinical rather than intellectual. All indicated that professional education courses lacked content and significance, and that they should be replaced by academic courses. Practice teaching should be governed by all-university agencies and not by colleges of education. They would evidently abandon teacher-education colleges and courses.

One wonders why modern teaching is the dismal failure pictured, when teachers earn most of their credits toward degrees in courses offered by liberal arts and sciences departments and colleges. It would seem that the witnesses unfairly condemn their colleagues, especially those who learned how to teach in teachers colleges and schools and colleges of education.

It is either a blind or a selfish professor who today fails to recognize the necessity for teachers well prepared academically *and* professionally.

—IRVING F. PEARSON

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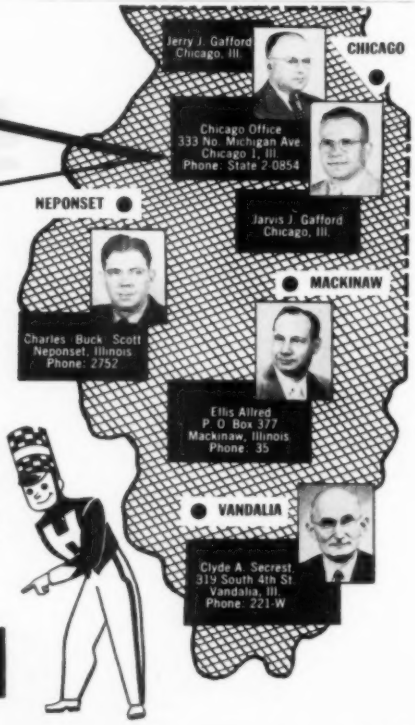

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We Don't Have Enough Recruits

Teacher supply and demand in high school are in close agreement, but there will be an acute shortage of teachers in grade schools for several years. The only practical solution is to recruit enough candidates from our communities to train for the profession.

By HAROLD E. GIBSON
Director, Bureau of Appointments
Illinois State Normal University

Study Unit • Vol. 14, No. 8

AN URGENT letter from a superintendent of a unit district states that he will be in need of five new elementary teachers next year. The specific question that he wants answered is whether he will be able to employ qualified beginners with a bachelor's degree if a salary of $2800 is paid. In ordinary times such a straight-forward question would be easy to answer.

Today, however, no placement officer in the state could guarantee this superintendent that his needs will be met. To be certain he is starting early enough in his search for teachers, and he is willing to pay a salary equal to the average paid in Illinois last year. The question is, will this be enough?

We may all wonder just why we are experiencing one of the worst shortages in the field of elementary teaching in the history of our nation. Average beginning salaries of elementary teachers have increased from $902 in 1940 to $2817 in 1951. The pension provided by the state is one of the best in the nation. In addition to all this the need for elementary teachers is apparent in almost every community. Why then have so many factors worked together to make our present teacher shortage?

60,000 MORE BEGINNERS YEARLY

Probably the most important cause of our elementary teacher shortage is the greatly increased birth rate in Illinois and the entire nation. In 1940 we had 124,000 births in this state and these children became first-grade pupils in 1946. In 1951, however, we had 174,000 first-graders, and this fall the number will be 195,000. In 1953, 1954, and 1955 the number of first-graders will be approximately 185,000 each year.

It is easy to see that such large classes of first-graders each year will increase the total by about 60,000 more elementary students in the state each year. During an eight-year generation of elementary pupils the increase will be close to a half-million pupils.

In terms of elementary teachers needed, these figures are staggering. If we would divide the 60,000 new first-graders (this is over and above the average number entering the first grade before the war) into equal classes of 30 pupils, we would need 2000 new teachers to handle them. At this rate we will need 16,000 new elementary teachers in Illinois during the next eight years. Such an increase would boost our total number of elementary teachers in Illinois from 29,067 in 1950 to 45,000 in 1958.

NO REPLACEMENTS READY

Since it is an established fact that we will have the pupils requiring a new elementary teaching force of about 2000 per year, we should see what is being done to provide these needed teachers. In 1949 all of the teacher-training institutions of this state graduated only 977 elementary teachers. In 1950 the number was only 946. In 1951 it jumped to 1548 and this fall it will be 1890.*

Even this latter figure is below the number needed to teach the overflow of first-graders. We actually have no newly-trained recruits to take the place of the teacher who retires, who gets married and leaves the profession, or who is won away from teaching by high wages in business and industry.

The plain cold facts are that every year since the close of World War 2, we have been graduating fewer new elementary teachers in Illinois than we have actually employed. Superintendents have combed their communities to induce married women to return to the profession on a temporary basis. Often this temporary basis has become permanent. In most communities this source of teachers has long since ceased to be productive.

School officials have now resorted to trips into neighboring states to employ teachers who could be induced to come to Illinois because of higher wages. In the fall of 1951 we got 595 new teachers for Illinois by raiding other states.* A total of 411 new teachers came from the five states bordering our own state. This method of meeting the teacher shortage will soon become unproductive also.

During the year ending July 1, 1951, a total of 1396 people qualified to teach on the elementary and kindergarten level by taking the examination.* It is not known exactly how many of them are actually teaching, but it is logical to assume that a large percentage are now employed.

SERIOUS CLASSROOM SHORTAGE

The full impact of the shortage of elementary teachers has not been felt at the present time because of the existing shortage of elementary classrooms. Because of restrictions on building and the financial inability of many districts to build classrooms, the real need for elementary teachers has not become apparent.

As mentioned, the need for elementary teachers on the basis of one

teacher for each increase of 30 pupils would be 2000 new teachers each year. Today, however, we are crowding too many pupils into existing classrooms, thus temporarily reducing the need for teachers. Once we are able to build the classrooms that are so seriously needed, the shortage of teachers will become more acute.

One medium-sized city of 75,000 in Illinois has stated that it should employ 28 additional elementary teachers in order to get the size of its classes down to a number that is most conducive to good teaching. It is actually employing only two additional teachers, simply because it does not have adequate classroom space to reduce the size of existing classes.

ENOUGH SECONDARY TEACHERS

Although we do have a few fields in which the supply of high school teachers does not meet the demand, we find that most high schools are able to secure teachers when they want them. A recent bulletin from a large city on the west coast cautions that "positions for secondary-trained people are practically non-existent." This same school system is sending its personnel coordinator into the midwest to secure 250 kindergarten-primary, 100 intermediate-grade, and 20 upper-grade teachers.

It would be wrong to assume that few jobs are available for secondary-trained teachers. A truer statement would be that the demand for secondary teachers is in close agreement with the supply. Actually we are producing in the entire country an adequate supply of secondary teachers to meet the demands of our high schools. It is only the lack of ideal distribution among the various teaching subjects that presents our problem.

SOME SHORTAGES, SOME SURPLUSES

We can expect a shortage in the supply of secondary teachers in the following fields: girls' physical education, agriculture, physical science, home economics, music, commerce with typing and shorthand, and library science. The shortages will probably be acute in agriculture, home economics, and library science.

In at least four fields we will have an important surplus of teachers. In the area of boys' physical education and coaching the over-supply will probably be very great, even in spite of the draft. In 1951 the colleges of Illinois graduated 405 candidates who were qualified in this field, but only 101 new teachers were employed in this type of job last year. This means that we had four candidates for each available position.

The over-supply of teachers in social science and industrial arts is not so great. Last year the colleges of our state graduated 434 people qualified in social science, but had only 228 persons employed for the first time. In industrial arts 231 were graduated and 110 new teachers were employed.

SURPLUS DISAPPEARS

It would be a serious mistake to assume that the excess of teachers produced in those over-crowded fields were left stranded without jobs. What actually happened is that most of them adjusted to other types of employment so quickly that it was difficult to find teacher replacements even in these seemingly over-crowded fields only a few months after school started last fall. Many of the men were taken into the military forces; some students continued in school working toward a master's degree; employment in industry and marriage also took their toll.

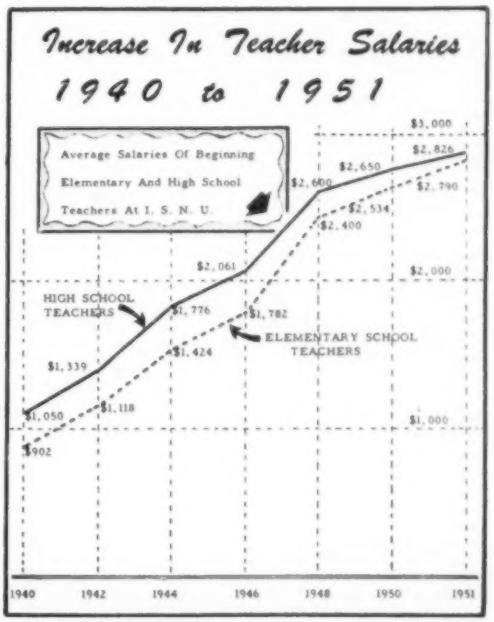
We can probably summarize the situation regarding the supply of teachers in secondary schools by predicting that the supply will meet the demand in most fields in 1952. This does not mean, however, that school administrators will have an opportunity to select from any large number of candidates in the employment of new teachers.

ARE WE MEETING THE SHORTAGE?

Up to the present time the public school administrators have tried in many ways to meet their needs for teachers. They have employed qualified people in their own communities. They have gone to neighboring states to entice teachers with better salaries. Today the avalanche of elementary pupils is upon them and a more practical solution must be found.

The only way the elementary teacher shortage which is coming during the next few years can be met is by greatly increased recruiting of high school seniors into the field of teaching. Every superintendent and high school principal must be alerted to induce the best qualified graduates of their schools to take up teaching as a profession.

A study of maps showing the locations of graduates placed by teacher-training institutions indicates how



candidates accept positions. When there is a shortage of teachers, candidates have an opportunity to exercise some power of selection of the school system where they will teach. In the present elementary shortage, candidates will rarely take a position more than 50 miles away from their home or the college that they attended.

Slightly higher salaries, even better school systems, and better living conditions will not often induce them to change this pattern. Even those more venturesome teachers who leave their home areas often return after a year or two. When jobs are scarce, teachers will go a long way to get employment. With elementary jobs so easy to secure, the average teacher prefers to remain near home.

RECRUITING IS NECESSARY

Since this pattern of remaining close to home is so well established, we can see that school administrators must prepare to cope with it. If a county is to have an adequate teacher supply four years hence, it must send enough high school graduates to teacher-training institutions this year. There is really no other solution to its problem.

It will be rather easy for a superintendent in almost any community to make a general estimate of how many elementary teachers he will need four years from now. If this estimate indicates that six teachers will be needed, his work is clearly cut out for him. He must direct six high school seniors of 1952 to take up teaching.

If his school is not sending enough students to the various teacher-training institutions of the state to meet the needs of his community in 1956, it is certain that the existing shortage of teachers will continue. The methods of meeting this teacher shortage that we have used in the past will not solve our problem. We must increase the number of people training to become teachers to a point where the expanding needs of the schools of our state can be met.

PREDICTIONS ON THE SHORTAGE

1. The acute shortage of teachers for kindergarten-primary and the first three grades will be much more serious in 1952 than it has ever been before.

2. Salaries of beginning teachers will continue to go up. The average salary

(Continued on page 315)

—Drawing from "Looking Ahead for Casey County Schools," bulletin of the Bureau of School Service, College of Education, University of Kentucky.

Why Reorganize?

Each district makes gains which are peculiar to it, so it is hard to generalize. But here is the picture in a unit in Henderson County.

By
EARLE A. KLOSTER
Attorney at Law, Oquawka

EDUCATORS in Illinois are not yet in agreement as to the advantages and disadvantages of district reorganization. With divided opinions, the profession cannot furnish public leadership in the movement.

One reason for lack of uniformity in professional opinion is the fact that each district makes gains which are peculiar to it alone. This blocks generalizations, for the gains may not apply to other districts.

The writer was active in 1948 in reorganizing 32 elementary and three high school districts in the north half of Henderson County as Community Unit District 115. Advantages and disadvantages which can now be perceived after three years are related as they apply to this district alone.

EQUALIZED TAXES, MORE STATE AID

In District 115 the tax burden has been equalized throughout the new territory. This means higher taxes for some taxpayers; lower taxes for others. It is impossible to generalize and say that all taxes are higher or lower, even in this one new district.

Reorganization relieved the financial strain on the elementary schools located in the villages of Oquawka, Biggsville, and Gladstone. With small territories to tax, these former districts operated under severe strains. Increased taxes plus increased state aid directly improved financial resources. Congestion in rooms was relieved by moving into the high schools. This could not be done when high schools were separate districts from the elementary schools.

Increased state aid was derived from two changes. Some former elementary districts received little state aid. The new district receives full state aid on such territory. Further, the law favors large districts. Equalization to $160 per pupil is now computed after 50 cents per $100 is taxed. Formerly it was computed after 80 cents. In effect, 30 cents has been shifted from local taxing districts to the state.

EFFICIENT USE OF PERSONNEL

Reorganization provided more efficient use of existing teacher personnel. For example, one former grade school had only seven pupils in attendance with one teacher in charge. This teacher now instructs 30 pupils in a consolidated school.

Salaries of all teachers have been increased. These positions have become more attractive. The district has been able to select teachers instead of being under pressure to employ from a few candidates.

Salaries of elementary teachers have been equalized with those in high school by a single salary schedule. Since reorganization, no new teacher has been employed who is not a college graduate.

More teachers have been employed, both to relieve congestion and to teach additional subjects.

IMPROVED BUILDING FACILITIES

Building facilities have been improved by new construction and by better use of existing ones. The Oquawka elementary school was moved into the former high school which was discontinued. This provided a gymnasium, auditorium, inside toilets, and drinking fountains for the elementary grades.

The hot lunch program has been extended. This program can be instituted in small districts, but government supplies can be more efficiently handled in a large district. Many small districts did not bother to obtain their small allotments.

Centralized budgetary control should eliminate losses of revenue from railroad tax objections. The single administrator can become skilled in avoiding these objections. Boards of education of the separated districts could not be so trained.

EQUALIZATION OF OPPORTUNITY

Flowing from centralized administrative control has been the equalization of educational opportunity for all students residing in the north half of Henderson County. Those from poorer districts do not suffer because of lower financial resources. There is more uniformity of background among those entering high school in the new district. Farmers' children develop experience from working in larger groups. Some may be eccentric, or shy, or too strongly individualistic. Most would have had a very limited experience if they had remained in a one-room school.

The Oquawka high school students are being transported to Gladstone. These students can thus be educated at less cost than if two high schools were operated, and at the same time allow for relief of congestion in the elementary school.

In the new district there is an opportunity for experimentation. For example, the Oquawka elementary school, after reorganization, has experimented with departmentalization of the upper grades.

District buses are available for field trips. Visual education has been started. Vocational guidance can be further developed. It is clear that the original separated district could not develop improvements in education with the force of the new district. Separated, they were weak.

Administrative costs are higher than before consolidation and reorganization. The administrator's office, his salary, secretary, and other items total about $9000 a year. This is offset by the savings from closing the Oquawka high school, which had a budget of approximately $12,000 in 1948. No doubt this amount would be higher today if the school were operating.

PUPIL TRANSPORTATION PROVIDED

Transportation costs have been increased. State funds offset part of this cost, as the state pays $20 per pupil in addition to the equalization aid. Further, parents have been relieved of transporting their children to school. Travel time on buses has increased; in rural sections people are not accustomed to this, but in time they will be. In some larger cities high school students travel on buses and streetcars every day and their parents have to pay the cost. In rural sections, the public pays this expense.

Taxes could have been substantially reduced by the reorganization, if the quality of the education had remained static. It is impossible to employ more teachers, to relieve congestion, and to broaden the curriculum without spending more money. The same education would have been cheaper under the consolidation, but it was not the purpose of the leaders in the community, nor the intent of the legislature, to continue rural education at the level existing in 1914.

Anyone with judgment knows that you cannot buy a tractor of 100 horsepower for the price of a team of horses. The only argument remains with those who say the team is good enough.

The patrol boy helps pupils cross the road safely.

The School Bus

is an integral part of today's educational system. Supervision of transportation is a big job.

By KEITH STEIN
Director of Transportation
McLean County Unit School District No. 5

THE ERA of the little red schoolhouse is just about a thing of the past, and the age of the big yellow school bus has arrived. The consolidation of small common school districts in Illinois has been possible only because safe, dependable, and speedy transportation has become available.

The primary purpose behind reorganization was to offer better educational opportunities. Transporting students was rarely even thought of as being a function of the school 30 years ago. Many modern administrators still look upon the yellow monstrosities roosting in our school yards with rather a jaundiced eye. They knew the answer for the little red schoolhouse, but school transportation has brought them new responsibilities for which many have had no training or background of experience.

SUPERVISION IS IMPORTANT

The administration and supervision of the bus system in the individual school district is one of the many duties the superintendent must assume himself or delegate to a principal, teacher, or one of the drivers. The person who takes over the task should do so with the feeling that he has a very important job. He should give it much time and study. He should plan wisely, giving considerable attention to minute details. He should plug away at supervising the execution of many small and seemingly minor matters. Transportation may be a stepchild of our educational system, but we must care for it as one of our own.

Some of the problems which must annually, monthly, or daily be taken care of are routing, time scheduling, hiring and training drivers, keeping records, and supervising the care of buses. Much could be said about any one of these tasks. We can only indicate here the importance of giving them serious attention, and give a few hints which might be of value in individual situations.

KNOWLEDGE OF ROADS NECESSARY

A thorough and detailed knowledge of the roads and the location of homes is necessary for the person supervising the transportation system of a district. He should study maps. Often the county highway department can furnish him with a map showing all rural roads as well as the farm homes. Plotting his routes on such a map is an initial step. He will find it possible to plan on paper routes not too long and not overly populated. After a few years he will have a mental map that is ever ready and convenient to use.

The secret of all good routing depends on accurate figuring of the time it will take to make the run. This, too, can be done tentatively on paper with considerable accuracy. A good formula for timing where all-weather roads are traveled is to allow two minutes for each mile, add to that one-half minute for each stop, and, also, 15 seconds for each turn or hill. If the roads are not dependable, a slower schedule may be set up for bad weather. Careful timing of each stop and the exact observance of the schedule by the driver every day pleases the customers as nothing else will do.

Parents and students are usually more concerned about the regularity of the bus than they are about the length of the route. The ride, however, should be as short as the amount of equipment and careful planning can make it for the child. A 40-minute maximum one way is not bad and a 30-minute ride is better, but since cost has to be considered, many districts have to be content with a ride not in excess of 60 minutes for elementary children and sometimes longer for high school students.

In any case, the route should be of the loop or circular type. This means that the first rider on in the morning will be the first off in the evening, and so on in that order, the last on being the last off. All children on the route will thus ride the same amount of total time per day. Time is a commodity precious to all, and all students should be dealt with fairly in this matter.

WAGES, ROUTES MUST BE FAIR

The driver's time, too, must be wisely used, as he must have a cash compensation for it. A just basis for a wage scale is based on routes uniformly planned on the formula already explained. Not only in planning a salary schedule, but in other ways the school bus driver should be on the same basis as the teachers. He, too, should be trained, certified, and helped to grow more expert at his daily tasks.

Our state department takes care of the certification of the driver in a fairly adequate manner. He must measure up to minimum standards as to health and driving knowledge and skill. The crying need is for more thorough training both before taking the position and while serving.

A minimum of 20 hours instruction in all his duties should be required of all drivers. Our state asks the driver to have this much training in first aid. Perhaps at least as much emphasis should be given to preventing accidents as to caring for the casualties. Some states send out to the counties instructors to teach new drivers.

Even the most carefully selected driver may have only the knowledge, skills, and safety attitudes of the average automobile owner. We all agree that he should be better than average to drive a school bus. Then, too, problems peculiar to the job, such as disciplining children, will find him no better prepared than the average parent. The teacher has as a minimum a college course in child psychology, but the bus driver gets no help and his difficulties are sometimes greater.

Good supervision and in-service training of the driver can supplement the pre-employment instruction, or, as second best, do the whole job of making the driver more safe, competent, and reliable.

DRIVERS MUST NOT BECOME LAX

The supervisor should ride the routes with the drivers several times a year, observing and counseling the driver. Here again minute details must be constantly watched. For example, alighting from the bus and crossing the road is most hazardous and results in fatalities somewhere in the nation every year. Drivers have been told to be careful, but they become lax unless reminded occasionally and kept safety-conscious.

Routes carefully planned can be run consistently, day after day, with no more than a variation of a minute either way at any stop. Drivers as well as students need training, however, to establish such a record of regularity. Just knowing that at least one other person understands all the difficulties of his particular task gives the driver a tremendous boost in morale and brings out his best efforts.

The driver will do his best if encouraged, but definite increases in his knowledge and even skill can be obtained by regular worthwhile meetings. Growth for the most experienced as well as the new men can be accomplished by bringing in films on safety and machinery. A speaker held in respect for his experience or his know-how is effective. Gadgets to test reaction time, distance judgment, etc., such as those used in the high school driving class, are good if used wisely. A short written test or questionnaire at each meeting keeps the drivers mentally alert and builds pride and confidence. The men as a rule do not mind getting together, and will respond to this or any other earnest effort to help them.

Although it will mean more work for him, the driver, if he understands its value, will welcome a good daily report. What items it calls for will vary with the needs of the local system. Most forms sold by school supply firms are not complete enough.

COST RECORD MUST BE KEPT

Another must in good accounting is a permanent record of every single item of cost on each and every bus. The performance of both driver and equipment can be judged when detailed records on gas consumption, tire cost, and engine repairs are available.

With such records and a thorough knowledge of the routing, the supervisor can make comparisons that are objective in nature. For example, the route that has all paved roads can be expected to get one to three miles per gallon of gasoline over that which has all gravel roads, if the number of stops per mile and the per pupil load per mile is the same. It can be easily seen that records, if put to use, can furnish not only the information legally required by the state department, but also can be the basis for improving driver techniques and saving equipment.

A factor most important in the maintenance of buses is the regular periodic checking of definite parts of the vehicle which are found by experience to need attention often. Keeping buses in good repair is an economy as well as a safety measure.

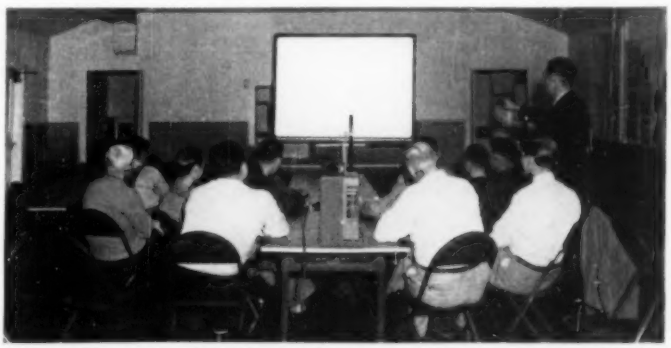
A school system should do more than the state-required semiannual inspection. Certain items should be checked daily by the driver, and a more extensive list of things about the bus should be gone over carefully each month by a mechanic who is thorough and reliable. It must be constantly kept in mind that, unlike school buildings, movable equipment is highly expendable.

I do not wish to infer either that the district for which I work is average in its transportation problems or that these problems are ideally solved. Our district is perhaps larger than average. Seven hundred thirty children are being transported this year with the 18 buses owned by the district. We have had a 50 percent turnover in driver personnel in three years. So it is difficult to have a staff of well-trained workers. The district as yet has no garages and no mechanic of its own. The maintenance of equipment is not easy under the circumstances.

PRINCIPLES FIT MANY SITUATIONS

Every district has problems peculiar to it because of geography. However, the principles outlined briefly in this article may be applied to many sizes, shapes, and types of districts.

Because of the district reorganization movement, more and more children take the school bus on the road to learning. Their ride should be safe, time-saving, and economical. It can be made so only through wise administration.



BUS DRIVERS of McLean County Unit School District No. 5 help increase their knowledge and efficiency through the use of films on safety and machinery. Reaction tests, distance judgment tests, written questionnaires, and other devices may also help them keep alert.

—*United Nations Photo*

A Mission for Every Man

More than half the people of the world cannot even read the Universal Declaration of Human Rights. UNESCO's goal is to eliminate illiteracy. All of us can help.

By
RUTH ANN WHITE
East High School, Rockford

"I HAVE believed in UNESCO from the start. I believe in UNESCO today more than ever. And I continue to believe in UNESCO because no political event — however regrettable some have seemed to us—has been able to shake the hope I placed in UNESCO when we founded the organization in London in 1945."

TEACHERS ARE REPRESENTED

This sincere pronouncement by Dr. Torres Jaime Bodet, director-general of UNESCO, reflected the spirit of the Third National Conference sponsored by the United States National Commission for UNESCO which was held at Hunter College, New York, Jan. 27-31.

As a member of the United States Commission, representing the NEA Department of Classroom Teachers, I was inspired by the rich experience of attending this brilliant assemblage of world-minded leaders. Over 2000 delegates representing hundreds of national organizations and 37 foreign countries impressed me by their common belief that UNESCO is a "mission for every man," and that every citizen has a role to play in making the United Nations and its specialized agencies more meaningful, more effective, and more far-reaching in their promotion of world understanding and world peace.

The United Nations Educational, Scientific, and Cultural Organization concerns itself with the advancement of education, science, and culture throughout the world. What would each of our own communities be like if we did not have educational opportunities—schools, books, magazines, newspapers? How different would be our farming, engineering, and industrial systems if it were not for progress in science! What would our

communities be like if it were not for the influence of our culture—music, art, drama—and if we did not appreciate the culture of those different from ours?

These three—education, science, culture—are fundamental to our freedom in each of our communities. Is not the same true of the world community? As each nation advances in its educational, scientific, and cultural development, can it not also advance in its quest for freedom?

IT'S A SUPERHUMAN TASK

UNESCO, the educational arm of the United Nations, has committed itself to the almost superhuman task of eliminating illiteracy throughout the world. True, this goal will require years—generations—for its full achievement. We are appalled by the fact that more than one-half of the world is illiterate! More than one-half of the people cannot even read the Universal Declaration of Human Rights! How can people shackled by illiteracy be expected to know their own rights, learn of technological progress, think critically about foreign ideologies, improve themselves, or advance their own standard of living?

As I listened to the words of brilliant leaders in UNESCO, I was amazed at how much has already been accomplished in six years, and how much faith nations have in UNESCO's future! The fact that 64 nations are now members in UNESCO (more than in the United Nations, UNESCO's parent) is significant to me.

A part of UNESCO's program includes the setting up of six centers during the next 12 years to train thousands of teachers in the techniques of fundamental education. The first was opened last May in Patzcuaro, Mexico. The education of industrial workers and the job of explaining and attempting to implement the principles of the Universal Declaration of Human Rights are in process. One aspect of the latter is a long-term program for compulsory education in its member states.

COMBATING RACE PREJUDICE

Through various ways, UNESCO is continuing its efforts to eliminate race prejudice. Effects of industrialization on family life, customs, and traditions are being observed. It is writing a *Scientific and Cultural History of Mankind*. It has a large program of rehabilitation and technical assistance. It is producing a film in 1952 showing how the United Nations and specialized agencies work, and the activities they conduct throughout the world.

EACH OF US CAN HELP

As these and other worldwide projects were discussed, I thought, *What can I, a little nobody like me, do to help? It all seems so technical—work for master-minds!*

Then I attended some of the work groups that for two days discussed "The Citizen and the United Nations." There I heard it repeated again and again that each of us should know what UNESCO's program is, what its history and goals are, that at present it is the best agency for carrying out these objectives, and that they are good and fine. The least each of us can do is to inform himself. Next we should pass our information on to others, and through local and state discussion groups and conferences bring UNESCO from the clouds, if we think it's there, down to earth, to our own communities; and make it a living agency through which *we* can work. The goals are so vast that the work of each of us is needed.

As teachers, we need not work alone. Of the 100 members on the United States National Commission for UNESCO, 60 represent organizations that are found in almost every community in Illinois. When setting up local and state meetings on UNESCO, why not ask for cooperation from the PTA, AAUW, Chamber of Commerce, Junior Chamber of Commerce, AFL, CIO, Junior Red Cross, and the others? Their leaders are active in UNESCO too!

In the session on the UNESCO Gift Coupon plan, praise was given to teachers for their active participation in this plan whereby projects such as providing a boys school in India with some microscopes are adopted on a statewide basis reaching out to the divisions and local associations.

ILLINOIS GIFT COUPON PROJECT

Mrs. Louise Cook of Urbana has been appointed by the Illinois Association of Classroom Teachers to chair the UNESCO Gift Coupon committee in Illinois. In the Illinois project, every IEA member will have an opportunity to help and enlist others to help some school in another country through UNESCO, and to help build greater international goodwill and combat illiteracy, the "bar to freedom."

Teachers in the conference workshops urged that, from the kindergarten on through high school, children be taught to accept and respect themselves and accept and appreciate those who differ from them for one reason or another. They can appreciate their own culture and the culture of other peoples. They can be made aware of the value of diversity in a world in which nations cooperate. The human relations of the immediate face-to-face situations which they confront are basic to an understanding of world cooperation.

Teaching about the United Nations

SUMMING UP the findings of the Third National Conference of the US National Commission for UNESCO at the final plenary session Jan. 31, an interviewing panel questions a reporting panel on the major recommendations of the work groups. Miss Ruth Ann White of Illinois, author of this article, who represented the NEA Department of Classroom Teachers, is fourth from the right on the reporting panel. Fifth from the right is Kenneth Benne of the University of Illinois. The moderator (center) is Paul Sheats, chairman of the committee on activities in the United States of the US National Commission for UNESCO. At the left of the interviewing panel is Robert Reid, of the NEA committee on international education.

should be continuous and pervasive throughout the entire school curriculum. The philosophic ideas and functions of the United Nations should be stressed rather than the structure alone. Education for world understanding is important and should be included in every educational program—not only in the social studies department but in music, physical education, and all others.

Finally, as we inform ourselves and work with others at home and abroad, our horizons will be lifted, and we will know that "UNESCO is a mission for every man."

Gift Coupon Campaign

Buy one—sell one!

This is the marching theme of 20,000 members of the Illinois Association of Classroom Teachers for the next two months. These enthusiastic salesmen are joining the teachers in their sister states, and will be joined by the international relations committee of the Illinois Education Association, in the greatest adventure of our century—the building of a new, safer, and more prosperous world.

Every teacher and citizen in Illinois is invited to be a part of this great plan. There are no special tools nor any long journeys involved. The plan is very simple. Through participation in the UNESCO Gift Coupon plan, Illinois has chosen to send equipment for selected schools for the blind in underprivileged parts of the world, and also to send scientific equipment for high schools in northern Greece.

The project to supply materials for the blind needs a total of $2900. The scientific supplies for Greece will cost $2090. Each teacher is asked to buy one and sell one 25-cent Gift Stamp which is one of 40 stamps in a Gift Coupon booklet. Each of these booklets stands for an international money order which can be used only by the designated areas for the specific supplies. The stamps are kept as souvenirs.

The booklets, with the remittances payable to UNESCO Gift Coupon Fund, are sent to the state UNESCO chairman, Mrs. Louise B. Cook, 707 West Springfield Avenue, Urbana. Additional booklets may also be secured from the chairman. As soon as a group receives its first coupon booklets, the buying and selling is ready to begin. Anyone may buy, but only IACT organizations may sell.

We have chosen the two weeks from April 21 to May 3 as the special drive weeks for Illinois. Local drives could be started with plays, musical programs, international dinners, posters—everyone will be eager to help. Let's all work together and put Illinois at the top of the list with "mission fulfilled."

—MRS. LOUISE B. COOK, Urbana.

Teachers—Travel with Credit!

Being a teacher has many compensations. One of these is having travel time during the beautiful summer months when travel can be most enjoyable and leisurely.

Many local school systems accept educational travel as evidence of professional growth. Many tours carry college credit.

A completely pre-planned, all-expense tour to California and the Pacific Northwest has been arranged for teachers and their families. This 17-day Heart of America Teachers Tour will be conducted twice—beginning July 4 and Aug. 8.

The tour will leave from Kansas City, Mo., and visit magnificent Grand Canyon, historic Mission Inn at Riverside, Calif., Los Angeles, San Diego, gay Tijuana in Old Mexico, Chinatown in San Francisco, Seattle, Portland—and the 45-mile drive over Columbia River Highway to Multnomah Falls and Bonneville Dam.

Returning, visits will include the vast open-cut copper mines and historic Mormon Temple in Salt Lake City, then to Denver, Grand Lake, and Estes Park in the spectacular Colorado Rockies, and back to Kansas City.

All transportation, hotel accommodations (13 of the nights enroute), meals, transfers of passengers and luggage, sightseeing trips, etc., will be arranged in advance. The $289 trip will also be available on the Travel Credit Plan. Arrangements for the trip have been made by the Lee Kirkland Travel Agency, 916 Grand Avenue, Kansas City, Mo.

HAWAII OR ALASKA?

The NEA Travel Division is offering tours this summer as far-flung as Hawaii, Italy, Alaska, and Peru. A plan for independent travel is being offered for the first time over many of the regular tour routes.

Tours within the United States and Canada include a trip to the Colorado Rockies; a ranch vacation in Montana and Yellowstone National Park; a tour to Yellowstone, Salt Lake City, and Denver; a tour of the Western United States; a trip to the Canadian Rockies and the Pacific Northwest; a visit to French Canada; a non-conducted tour to the Great Lakes and Hudson Bay; a choice of two tours to Alaska; and a trip to Hawaii by air. All trips except the non-conducted tour and the Hawaiian trip originate in Chicago.

Latin America tours planned by the NEA include a choice of five tours to Mexico; a trip by air to Haiti, Cuba, and Jamaica; and a trip by air to South America. The trips by air originate in Miami; one Mexican tour originates in Macomb, Ill., or St. Louis and another in St. Louis.

European tours include two general tours of England and the Continent; a trip to the Olympic Games at Helsinki, Finland; a music and art tour; and a Scandinavian Life Experience Tour.

Some of these tours are acceptable for college credit. For further information, write to the NEA Travel Division, 1201 16th Street NW, Washington 6, D. C.

A new idea in vacations for arts and crafts teachers combines a western guest ranch with three hours of daily formal craft instruction. No credit will be given; guests are limited to 25 men and women teachers for each of the two three-weeks terms, the first one beginning July 7. Further information may be obtained from Tom Barber, Director, 1050 Pike View Street, Denver 15.

Several summer field study tours are being offered with credit by the Illinois teachers colleges. A 22-day tour through 14 states will be conducted by the Southern Illinois University department of geography and geology. Beginning Aug. 9, the bus trip will cover eastern and southeastern United States.

AGRICULTURE AND INDUSTRY

From Carbondale, the group will go to Washington, D. C., via Louisville and Cincinnati, to attend sessions of the International Geographical Congress; south to Norfolk and Newport News where ports, harbors, and ocean shipping will be studied; to Raleigh, N. C., and to the iron and steel industries at Birmingham, Ala.

Industrial and conservation geography will be studied as the tour moves through Knoxville, Chattanooga, and Muscle Shoals before returning to the campus about Aug. 30. A fee of $160 covers registration, transportation, lodging, study materials, and tuition.

A 3700-mile trip through the Northwestern United States will be conducted by Eastern Illinois State College. The three-weeks' bus trip will carry credit in social science or geography.

The group will leave Charleston on Aug. 4, traveling westward to such places of interest as Yellowstone National Park; Deadwood, the home of Calamity Jane, Wild Bill Hickock, and Preacher Smith; the Little Big Horn, site of Custer's last stand; the Red Desert; Rocky Mountain National Park; across the Continental Divide; over the "Never-Summer Mountains"; across the sand hills of Nebraska, and back to Charleston on Aug. 23.

Three tours will be offered by Western Illinois State College which will carry graduate or undergraduate credit. One tour, from June 23 to July 11, will visit Washington, D. C., and vicinity. The price will be $155. A tour to San Antonio, Mexico City, and Acapulco from July 21 to Aug. 20 will cost $288. A western-European trip from June 21 to Aug. 6 will cost $1120.

The geography department at Illinois State Normal University will again conduct an eight-weeks' field trip to Europe. The tour, from June 16 through Aug. 8, will carry nine hours of credit. There is a waiting list of applicants for the tour.

Since the students will go and return by air this year, the additional time gained will allow a visit to the Scandinavian countries as well as the seven countries included in last year's tour.

The scheduled ISNU field trip to the southwestern United States has been canceled.

Grade Principals —

Survey shows great differences in duties, salaries, and work year.

THERE ARE great differences in duties and responsibilities assigned to elementary-school principals in Illinois. This was clearly shown by a survey recently conducted by the authors, the results of which are presented in the accompanying tables.

One hundred eight questionnaires were sent out to superintendents of school systems in Illinois. Both city systems and community unit districts were included. A total of 67 superintendents, representing about 500 individual elementary schools, sent back completed questionnaires. The sampling includes schools in all parts of the state.

SOME THINGS TO NOTE

The following comparisons and averages should be noted:

1. Thirty-one percent of the principals of buildings housing grades 1-6 do full-time teaching at an average beginning salary of $3668.67 and an average maximum salary of $4963.33; 8 percent in buildings housing grades 1-8 do full-time teaching at an average beginning salary of $4043.75 and an average maximum salary of $5493.95. The difference in minimum and maximum average salaries is in favor of principals of grades 1-8 by $155.54. No principals of buildings housing grades 7-8-9, of those represented in the survey, do full-time teaching.

2. Thirty-nine percent of the principals of buildings housing grades 1-6 do full-time administration and supervision at the same average salaries shown in 1) above; 54 percent in grades 1-8 are full-time administrators and supervisors at the average salaries given above. Ninety-one percent in grades 7-8-9 are full-time administrators and supervisors at an average minimum salary of $3760 and an average maximum salary of $5063.33. This shows a gain of $1303.33 over minimum salary. In the 1-6 category the gain is $1294.66, while in the 1-8 group the gain is $1450.20.

3. Fifty percent of grade 1-6 schools require the master's degree, while 31 percent of the principals do full-time teaching. Only 39 percent are full-time administrators. These 31 percent who do full-time teaching are also responsible for the building administration. Fifty-one percent of grade 1-8 schools require the master's degree, while only 8 percent do full-time teaching, and 54 percent do full-time administration. Sixty-six percent of grade 7-8-9 schools require the master's degree, while 91 percent are full-time administrators, and none do full-time teaching. Thirty-nine percent of grade 1-6 schools, 41 percent of grade 1-8 schools, and 17 percent of grade 7-8-9 schools require the bachelor's degree with the same percents shown above doing full-time teaching and full-time administration.

4. The average classroom enrollments for the three categories are: grade 1-6 schools, 29.0; grade 1-8 schools, 26.5; and grade 7-8-9 schools, 24.7.

5. The large percentage of 7-8-9 schools in which differentials are left to board action may imply that the salary differential would be higher than indicated in this category.

6. The large percentage in 7-8-9 schools showing no specified training required indicates omissions in filling out the questionnaire.

The problems of the teaching principal are very significant in the total educational picture in Illinois. Immediate steps should be made by school boards, superintendents, and principals to clarify the status of the elementary principal in Illinois.

—HOWARD W. HIGHTOWER, assistant superintendent, and ELDON BETHARD, principal of Bennett School, Community Unit School District No. 2, Mattoon.

TABLE 1
General Results

	Grades 1-6	*Grades 1-8*	*Grades 7-8-9*
1. Average building enrollment	290	397	444
2. Average number of teachers per building	10	15	18
3. Percent of systems requiring master's degree	50	51	66
4. Percent of systems requiring bachelor's degree	39	41	17
5. Percent of systems with no specified amount of training for principals	11	8	17
6. Percent of systems having principals salary schedule	33	36	26
7. Average beginning salary	$3668.67	$4043.75	$3760.00
8. Average maximum salary	$4963.33	$5493.95	$5063.33
9. Average differential over teachers salary	$ 577.00	$ 759.40	$ 852.50
10. Percent of systems leaving differential to board action	13	11	22
11. Percent of principals devoting full time to administrative and supervisory duties	39	54	91
12. Percent of principals doing full- or part-time teaching (*See Table 2*)	61	46	9
13. Percent of systems employing principals for nine months	52	40	35
14. Percent of systems employing principals for more than nine months (*See Table 2*)	48	60	65

TABLE 2
Percent of Principals Doing Full- or Part-time Teaching

	Grades		
	1-6	1-8	7-8-9
Full time	31	8	0
5/6 time	0	3	0
3/4 time	13	8	4½
1/2 time	11	11	4½
1/3 time	2	5	0
1/4 time	4	8	0
1/8 time	0	3	0

TABLE 3
Percent of Systems Employing Principals For More Than Nine Months

	Grades		
	1-6	1-8	7-8-9
9½ months	2	8	0
10 months	39	35	44
10½ months	0	3	4
11 months	2	3	4
12 months	5	11	13

—Photo by Marshall Berman, Jr.

Early success in skill performance is important to the child.

Athletics Can Be 'Fixed'

There must be less emphasis on varsity games, and more on development of individual and of co-recreational sports.

By *EARL M. KATZ*

Physical Education Department • Winnetka Public Schools

MODERN physical education has become an integral part of the school program. School laws which in most states require at least the equivalent of one period of physical education daily recognize and insure this fact. If physical education is to retain its position as a contributory element in the development of our youth, those responsible for its administration must re-examine current practices.

STRESS CO-RECREATIONAL SPORTS

In the junior and senior high schools we find highly-organized tournaments and excessive travel to games. Often the physical education teacher stresses varsity team games and neglects the individual and co-recreational sports. Those who need aid in motor skill development get little attention.

We find coaches and school administrators permitting the local civic groups to formulate athletic policy. Youngsters are toasted and dined far in excess of approved educational objectives. These special attentions create in the mind of the athlete an attitude of *I am something special.* This attitude is not educational, it is detrimental to the individual.

We must fight any attempt to administer the varsity program in violation of sound educational principles. The varsity program must be a balanced outgrowth of a carefully-planned required physical education program which will meet the needs of the many as well as the few. Physical education, to justify being a part of the school program, must harmonize with and strengthen democratic educational values.

We have long recognized that the maximum growth and development of each student is the central aim of education. Physical educators and school administrators have an opportunity to enhance this development by being aware constantly of our *changing society* and the *needs* of our children. Physical activities selected with respect to individual needs and conducted by trained teachers can contribute to the individual's development in the areas of *positive use of leisure time, social growth in democratic living, physical health, physical skills,* and *emotional security.*

OUR CHANGING SOCIETY

In the past half-century there have been significant changes which are of particular importance to people responsible for physical education. These changes in our society are: the increase in life expectancy due to improved conditions of living and advancements in medical science, the need for greater physical fitness to meet the stresses of present-day society, the increased emphasis on recreation—particularly physical recreation, and the strengthening of compulsory school attendance laws with the resultant decrease in child labor.

INCREASE IN LEISURE TIME

These social developments have increased the amount of leisure time available for both children and adults. This magnifies the need for preparation of all girls and boys in recreative activities which can be used profitably and wholesomely during leisure time.

We have learned from experience that leisure time in itself can have harmful effects if it is not purposeful. Civilization moves forward when a majority of the population can use its free time in a way that contributes to individual growth and to the improvement of society through cooperative group activities. Conversely, if leisure time is used in undesirable ways, widespread social deterioration may occur.

POSITIVE USE OF LEISURE TIME

Administrators and teachers should plan, organize, and conduct physical experiences with students which will have a carry-over value during leisure time. In order to develop habits, attitudes, and skills necessary for enjoyable participation, a wide variety of activities should be offered.

Being a part of the group in enjoyable physical activity develops habits, attitudes, and skills which bring satisfactions to the participant, and it fosters a fondness for physical recreation. If fondness and skill for activities are developed, we may reasonably conclude that the individual will turn to these activities during a part of his leisure time.

SOCIAL GROWTH IN DEMOCRATIC LIVING

Our blessing is that we live in a democracy. Our responsibility is to sustain this democracy and help it grow. In physical education we have a real opportunity to live actively our fundamental concepts.

Guided play develops opportunities to stress the importance of team work, of ability to lead or accept leadership, and of feeling the responsibility for and the desire to do one's share of the work of the group. Participation in group activity gives the individual experience in accepting majority opinion without violating the rights of the minority, and of providing opportunities for everyone to participate in planning and organizing activities.

Democracy is not static. It is a way of living, and its growth in our society depends upon the opportunity of working together in areas of common interest, each taking responsibility commensurate with ability. Physical education should be professionally organized and instructed, starting with the student's first experience in school and continuing through high school and into college, to provide opportunities for students to learn and use democratic procedures.

PROMOTION OF PHYSICAL HEALTH

When individuals participate in vigorous physical activity, the entire body benefits. Medical science affirms the often-repeated statement that the efficiency of the body increases with use and decreases with disuse. By building up the efficiency of the body, the individual increases his capacity to work, his body vitality, and his physical well-being.

If a student has been ill or is excused from active participation because of medical treatment, he must avoid heavy physical work until recovery is complete. In cases of this type it is recommended that the individual participate in quiet games such as chess, checkers, and carroms.

TEACHING PHYSICAL SKILLS

Physical education skills are very important to the student because they have a bearing upon his social status in the group. Since youngsters from elementary through high-school age place a great deal of importance upon physical skill, parents and school authorities should assume responsibility for taking an early interest in this aspect of the individual's development. Early success in skill performance is very important, because the child who meets early failure in an area tends to shy away from it. If this happens to an individual in physical education, we will have failed to meet an important need.

The teacher should strive to improve skills by using techniques which are designed to determine the student's strengths and weaknesses. It is important that exercises be included which strengthen back, shoulder, arm, chest, and abdominal muscles. In addition, skills like running, jumping, leaping, and dodging should be emphasized along with the more popular skills of catching and throwing.

In skill instruction, the student needs individual attention. Classes should be small so that each pupil will have many turns, many opportunities for success. In most cases, improvement in skill will be followed by improvement in game performance.

A special-needs class should be organized to help those who are in need of additional experiences in the area of physical skills and play activities.

EMOTIONAL SECURITY

Participants in group activity learn the "give and take" of working with their associates. They become responsive to group needs, and are able to focus attention on areas outside their own personal worlds.

From the standpoint of emotional security, physical education can help the individual to work, relax, converse, and in general develop self-confidence with his contemporaries in an area of mutual interest. Belonging to the group is a step in the direction of emotional security. In our world with its many complexities, we must make every effort to increase the emotional strength of the individual because the security of the world is bound with the security of the individual.

RESPONSIBILITY IS REAL

School administrators and physical education teachers, the people have entrusted you with the proper conduct of the physical education program. Varsity sports are a phase of the total program and they must be balanced with respect to the whole program. You can "fix" physical education. Physical education when properly administered becomes an important member of the education family. School laws place the responsibility squarely upon you to develop programs that are educationally sound. The responsibility is real. It is yours.

Team games give children the opportunity to learn the value of cooperation.
—Photo by Marshall Berman, Jr.

Jacksonville Parents Like Their Schools

Jacksonville parents feel that their children's schools are doing a pretty good job.

When a questionnaire was sent to the home of every pupil in the Jacksonville schools recently, only 2 percent of the parents said they were actually dissatisfied with the schools, while 83 percent said they were satisfied or "very well satisfied" with them. Of the others, 13 percent were "half" satisfied, and 2 percent did not give an opinion.

Faced with the possible choice of increasing taxes or cutting school services, 61 percent felt taxes should be increased, 27 percent were not sure, and only 6 percent felt school services should be cut.

The survey was "The Illinois Inventory of Parent Opinion,"* which has been used by many schools as an opinion evaluation technique. The Jacksonville study was a joint project of the Parent-Teacher Association, the school staff, and the board of education. Its purpose was to bring about closer cooperation between the schools and the homes in order to provide the best educational opportunities for the children and youth of the community. A committee of parents and teachers are studying the results of the questionnaire and are expected to make recommendations for improving the school program.

On the issue of curriculum content in the schools, parents were asked if they thought the schools should try to help children with the social problems they face in everyday life. Of those answering, 84 percent said yes and only 5 percent said no.

WHAT SHOULD SCHOOLS TEACH?

When asked what things they would like to see the school teach more about, what did this group of parents say? Reading? Spelling? Arithmetic? Fifty-nine percent said give more emphasis to teaching children to get along with others; 52 percent said teach more about the wise use of money; 48 percent said more help with the choice of and preparation for their lifework; 38 percent said more religious education. Other things which rated high were more attention to public and social speaking, problems of government, problems of family life, and sex education.

Where were the Three R's? They were there—at least two of them—but farther down the list. Thirty-one percent wanted more attention to reading, and 27 percent wanted more attention to arithmetic.

How much of what children study in school will be useful to them in everyday life? These parents—83 percent of them—thought that most of it would be, while 11 percent thought about half of it would be. Two percent felt that very little would be helpful, and 4 percent had no opinion.

When the parents were asked to list the one thing they disliked most about the schools their children were attending, many answers were directly connected with crowded conditions and limited facilities due to the shortage of buildings and an increase in the school population. (The school building program now underway in Jacksonville will provide 13 additional classrooms, two new cafeterias, a high school gymnasium, and an enlargement of the high school cafeteria.)

Other things which parents disliked in the schools were snobbishness, lack of discipline, lack of guidance, parents' lack of cooperation in the PTA, favoritism, and a lack of individual attention and individual consideration of each child's needs and abilities.

What did they like most about the schools? The friendly attitude of school personnel; the teachers' interest in the pupils; cooperation between teachers, pupils, and parents; modern school facilities; special classes; democratic methods used; wide diversification in courses; vocational training; good extra-curricular activities; and good guidance methods.

When asked why some pupils were not getting as much as they should from their schoolwork, only 3 percent of the parents said pupils spent too much of their time on extra-curricular activities.

The opinion inventory contained 44 questions on various phases of the school program, not all of which are included here. But these were selected as being the most significant and are representative of the general feeling of satisfaction and respect which Jacksonville parents have toward their schools. The criticisms of the schools seem to be informed, healthy criticisms which can lead to an improved program. Current attacks on the schools in various parts of the country will have no place in Jacksonville, because they have already been met by an alert, honest evaluation of the schools by the parents themselves. And the schools have stood the test well.

Results of the questionnaire have been graphically presented in an illustrated booklet.

*"The Illinois Inventory of Parent Opinion," prepared by Harold C. Hand, professor of education at the University of Illinois; Gilbert C. Finlay, assistant professor of education at the University of Illinois; and A. J. Dolio, assistant professor of education at the University of Delaware.

STATE CONTESTS MUST SERVE YOUTH

State athletic championships have a purpose to serve in secondary education, but they must be wisely directed if the end result is to be beneficial. The prime objective of the educational system should be to produce well-adjusted individuals able to cope successfully with the demands of present-day society, and a properly conducted athletic program can aid in this development of youth.

The results of a questionnaire sent to 61 secondary coaches and athletic directors in the state showed that opinions concerning state championships varied from full approval to limited approval to violent opposition. Although 92 percent of those questioned favored this type of final playoffs in general, many of them felt that there are problems which have to be overcome before these contests can serve youth as effectively as they should.

Some of the objections to state contests were the great emphasis on winning and the pressure put on coaches and players by the community and the school, unfair distribution of and "scalping" of tickets, emphasis on athletics rather than scholarship, competitive disadvantage of small schools, abuse of teams and supporters by fans in other communities, commercialism, judging the school's scholastic efficiency in proportion to its athletic efficiency, the defeated coach's fear of losing his job, and the unwholesome and unfair practices resorted to in order to produce a winner.

Although recognizing these disadvantages of the state contests, most of the coaches and directors questioned also recognized many advantages and potentials of this type of program.

Many of the advantages listed centered around the value of giving students training in competition, since they will face a competitive society after they leave school. Others were teaching the player to work under pressure, team cooperation, preparing the players to accept defeat, giving students a chance to meet other people and adjust to other environments, development of physical excellence, giving students a chance to excel in some manner, and training in wholesome living and hard work.

The administrators, athletic directors, and coaches who have the responsibility of planning the athletic programs thus also have the responsibility of emphasizing the advantages and avoiding the disadvantages of interscholastic competition. Their basic deciding factor should be: What will be the value to the pupil?

The spectator's basis for the success of a program, in many cases, is judged by the score of a game. And the athletic program is considered all too often as "crowd-pleasing" entertainment.

MOLD CHARACTER OR WIN GAMES?

But the coach must consider the strain which is placed on an athlete who has gone through a vigorous season under the continuous clamoring of a victory-hungry community. And the administrator must consider the effectiveness of a coach in molding character and citizenship when he is constantly under pressure to produce a winning team.

So all concerned must remember that victory or defeat is soon forgotten, but the many traits, good or bad, which are entrenched in a boy's personality and character during his athletic career will remain with him throughout his life.

—JOHN PICCO, physical education instructor, LaSalle public schools.

'Belling the Cat'

Of Illinois Higher Education

If simplification is the first step toward solution of a problem, the subcommittee of the IEA's Commission on Teacher Education and Professional Standards which has been examining the problem of improving the administrative pattern of higher education in Illinois has wasted some time.

After continual application for about two years, the commission has developed no definite formula for the ideal structure of Illinois' higher-education system. The commission is not the first, however, to have this experience.

Dr. John Dale Russell of the US Office of Education led an investigation into the structure of higher education in Illinois in 1949. Then he and his staff came up with a report which offered five different proposals for improving the set-up—and did not clearly recommend any one as "it."

A first obstacle is, of course, that there is a lack of objective and definite information on the subject. Everyone can recognize that there are duplications in the services of the state-supported institutions, for instance, but no one knows *how much* there is nor how much is inevitable or actually desirable. Also, no one has any real picture of how much duplication exists between private and public higher-education institutions, nor how much of that duplication represents the desirable competitive or "yard-stick" element in our system.

TO CORRECT WITHOUT ERROR

An investigator encounters very quickly, also, the principle that one cannot have his cake and eat it too—that is, that often he cannot correct one evil without creating another—that it is impossible, for example, to preserve the variegated pattern of higher education, which is generally recognized as desirable, and at the same time accomplish just the right degree of coordination.

TO SUGGEST CERTAIN STEPS

In any case, the commission has decided at this point to offer a tentative report, while it concentrates for the coming year on another phase of the problem, offering indeed a few specifics, but mostly suggestions of problems to be solved. It does not have "the" plan for reorganizing the administrative set-up of Illinois' tax-supported colleges and universities.

On the other hand, the commission does suggest that certain steps be taken, both legal and extralegal, in the direction of an improved coordination among those schools.

The commission has held two conferences and carried on some correspondence and reading regarding the problem. The conferences were called among administrative leaders in the state-supported colleges and universities of Illinois, and although neither of the conferences obtained 100 percent attendance among the heads of the seven institutions involved, they did appear to bring together a rough cross-section of thinking throughout the state, and such conclusions as are offered here seem to "square" with the thinking of those conference groups.

First, the commission has concluded that Chicago Teachers College—which, beginning with last July, draws a considerable portion of its budget from the state of Illinois—should be considered part of the state's higher-education system. It was perhaps partly the commission's position on this matter which caused the IEA in a 1949 convention resolution to approve state aid for Chicago Teachers College.

The commission has joined others also in recognition that the Chicago area, as the "Russell Report" pointed out, has been seriously neglected in the state's program, since prior to this help for Chicago Teachers College there was not a single four-year higher-education program supported by the state in the area which includes at least half its population.

The commission's position on this would appear to support the development of a full four-year program (possibly in the University of Illinois' Navy Pier project) in the area. On the other hand, the commission urges that any such institutions, specifically Chicago Teachers College, open their doors to students throughout the state just as other state-supported colleges and universities do.

TO BREAK A 'VICIOUS' CIRCLE

Perhaps the attitude of the commission on this matter is influenced by its eagerness to make permanent the removal of the "closed shop" arrangement for hiring teachers for the Chicago public schools only from Chicago Teachers College and admitting to Chicago Teachers College only the products of those schools. The administration of the Chicago public schools itself removed this condition only a few years ago.

This article is a tentative report of the subcommittee on administrative relationships in higher education of the IEA Commission on Teacher Education and Professional Standards. Members of the subcommittee are Paul Street of DeKalb, chairman, William H. Carruthers of Murphysboro, Dan M. Hanson of Avon, and Roe M. Wright of Robinson.

TO OPPOSE 'INTELLECTUAL INBREEDING'

The commission has felt that the arrangement, which appears now to be entirely corrected, was indefensible—that it represented a form of "intellectual inbreeding" and encouraged patronage control in the Chicago public schools. The commission has felt that the only reasonable guarantee that the condition might not be brought back—if the pressure of an economic depression returned, for instance—would be to transfer responsibility for Chicago Teachers College to the state.

This step is not so simple as one might assume. The deed for the Chicago Teachers College property has a strict provision that the school be administered by the Chicago school board. The commission recognizes that the present arrangement, whereby that board still administers the school with such control as can be effected for the state by the Office of the Superintendent of Public Instruction (which requires certain standards in administering the aid program), is at best a makeshift.

The commission feels the matter needs further study, and gives only tentative approval of this arrangement. Certainly the commission does not approve a pattern which might encourage state subsidy of teachers colleges which other counties or municipalities might set up outside a statewide plan.

Then, proceeding on the assumption that Chicago Teachers College should be part of the state system, the commission has drafted a recommendation that the "Higher Education Council," a group presently made up of the presidents of the six—and the commission hopes seven, with inclusion of the Chicago school—state-supported colleges and universities, be strengthened. This recommendation was aimed at bringing about coordination among those institutions without destroying their identities nor subjecting them to any great centralized control. It has been sent to the administrative heads and to the governing boards of the institutions involved.

TO USE WHAT IS ALREADY AVAILABLE

The "Higher Education Council" is an organization which has existed "off and on" for several years. It has no constitution and no formal organization. The presidents of the six schools involved have rotated as chairmen, each in turn inviting the others to be guests on their campuses and each president feeling free to bring with him any resource persons he might choose from his own staff. The organization has seldom made any public recommendations, and as far as anyone knows has no clear status before either the governing boards of the participating schools or the public generally.

The commission does recognize, however, that the organization has brought about some understandings among the administrations and that it has effected some observable coordination—and has probably effected much more that cannot be observed. The emphasis of the commission is not in the direction of criticizing the organization but of actually increasing its importance and giving it status.

The commission recommends that the Illinois Higher Education Council

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become more formally organized, and that each of the schools participating do so with full recognition by their respective governing boards that their participating represents an obligation. The commission recommends that this council have only advisory powers, but that it provide a central agency for the collecting of information about higher education in Illinois, so that this information may be available to the governing boards as well as to the governor, the legislature, and the general public.

TO EVALUATE BUDGET REQUESTS

This council, the commission feels, should evaluate the budget requests of the several tax-supported colleges and universities, to the end that the relative needs of each may be more equitably appraised. It recommends that the council frame attitudes on such problems as what curricula, degrees, and programs of study and research should be offered by each institution in order to meet the special needs each particular institution serves. It recommends that this council maintain a comprehensive and continuing analysis and evaluation of the operation of each institution, and that it determine what basic uniformity, in standards and administrative policy, should exist among the institutions, with due respect for the particular needs each school is meant to serve.

More than this, the commission would urge that this council take the lead in making a comprehensive study and maintaining a continuous definition of the needs of the state for higher education. The commission feels that, at least as serious as "duplication" among the schools may be the "gaps" in the entire higher education program—gaps represented by failures to meet the needs, both geographically and in certain areas of study, of the youth of Illinois.

TO GIVE THE COUNCIL AN 'ARM'

The commission recommends that, in order to perform these functions, this Higher Education Council be authorized by the boards of the participating schools to engage an executive secretary, selected by the members of the council with the approval of their governing boards, each school contributing equally toward payment of the salary and provision of office and other necessary expenses.

TO FIND A PERSPECTIVE

This executive secretary, the commission recommends, should carry on the necessary research toward obtaining a perspective of the higher education program in the state, a perspective necessary if Illinois is to obtain coordination without an undesirable over-centralization. Indeed, the commission feels that until such time as an over-all picture of higher education in the state is available, there is little basis for judging what changes are advisable in the administrative structure of these schools.

The truth is that some work is being done through the existing Higher Education Council to accomplish the purpose of what is recommended here. Also, the new Teachers College Board, given independence from any political subdivision of the

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state in the last legislative session (a step which the commission, for one, approved), has engaged an "educational coordinator," to serve in much the same way the proposed executive secretary might serve the Higher Education Council. Dr. Richard Browne, who holds this position, may be expected to provide a "clearing house" for information about the four teachers colleges, but his assignment, beyond perhaps some comparative studies, cannot be expected to include all of higher education.

The Higher Education Council, in cooperation with the state department of finance, has just engaged an agent, Dr. Edward F. Potthoff, director of institutional research on loan part-time from the University of Illinois, who is surveying fiscal procedures of the six schools (not including Chicago Teachers College) with the purpose of developing a basis for uniform and comparative per-unit-cost accounting. This survey may help the legislature considerably when it comes to weighing the relative values in the respective budget requests of the colleges and universities.

RESEARCH IS PIECEMEAL

The commission, while never, of course, formally approving these particular steps, might be expected to approve their direction. It would observe, however, that the job is still being done piecemeal and that there is no reasonable expectation that such studies will be made continuously.

In order to give this Higher Education Council more "detachment," the commission recommends that some lay membership be added to it. Specifically, it suggests that there be four members at large appointed by the governor, with the approval of the Senate, none of these appointees to be employees or members of any of the boards which govern the participating schools.

In other ways, the commission urges formalizing the Higher Education Council, suggesting, for instance, that it be required to meet at least four times annually and that it annually publish a report of its work to the governing boards of the member schools and to the governor and the state budgetary commission. It would require, also, that the council annually elect its own officers from among its own membership.

COORDINATION BY ORGANIZATION

With an eye to promoting coordination not only within higher education but between higher education and the common schools, the commission is recommending the creation of a higher education division of the IEA, to parallel similar organizations in other states and in the NEA.

This division would be expected to draw membership from the faculties of all the colleges of the state, including the private liberal arts colleges and universities. It should, therefore, bring together a group who could collectively examine higher education and frame attitudes toward the operation of the entire higher-education program which would be of value to those interested in its overall improvement.

Also, since this group would be expected to be a section of the IEA, its attitudes would be squared with considerations of the general public school program. In this way, the divergent interests of the different segments of the state's entire educational program might be compromised through the considerations of both the higher education division and the general IEA organization, and the common interests existing among both the public schools and higher education might also get clearer definition and more general support. The

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commission regards this step as very important in the development of a healthy form of extralegal, informal coordination.

QUESTIONS WITHOUT ANSWERS

With these proposals, the commission can report only that at this point it recognizes the following problems which need further study:

1. The problem of obtaining a comprehensive view of higher education in the state—that is, of the facilities, functions, and financial support of the state tax-supported colleges and universities. (The strengthening of the Higher Education Council is recommended, of course, as a way to attack this problem.)

2. The problem of discovering and adjusting disparities in the state's program of higher education which permits some areas, both geographic and academic, to go without needed service. (Including Chicago Teachers College in the state program is only a very minor part in the solution to this problem.)

3. The problem of preventing any one division or area of the state from dominating the higher-education program.

4. The problem of providing some method of coordinating higher education without removing the "checks and balances," as well as the flexibility and competitive stimulus, which make for a higher-education program adapted best to the needs of the state.

Not quite so closely defined are some attitudes which the commission has rather consistently held and which it would like to have recognized by those attacking the problem:

1. It regards the identities of each of the higher education institutions as of value and assumes that there is an advantage in permitting each school to do that job which appears to serve best in its particular area—as opposed to overcentralizing and "regimenting" the separate schools, or merging them all into a single state university with their respective identities removed.

2. It recognizes that there is, on the other hand, a real need—the degree of which is not known—for coordination and "teamwork" among the schools, with the possibility that one board for all of them may be the answer—and the possibility also that perhaps there should be one board for all of the state's educational system to coordinate elementary, high school, and college and university programs.

3. It feels that any step toward creation of a central coordinating agency—be it a board, super-board, council, division of higher education, or other—must recognize regional differences within the state, and must regard the possibility that one group, obtaining control of that coordinating agency, might dominate and thus abridge the function of providing a broad approach which that agency should have as its major purpose.

RECRUITS

(Continued from page 298)

for beginners will probably be about $2900. Eleven directors of college and university placement bureaus in Illinois, Iowa, Michigan, Minnesota, and Wisconsin have estimated that beginning salaries for 1952 women graduates will be $2868. When the slightly higher wages of men are taken into consideration, this estimate of an average beginning salary of $2900 in 1952 may be a little too low.

3. In 1952 the beginning salaries of elementary teachers will probably reach a point where they are equal to salaries for beginning high school teachers.

4. Large school systems outside of Illinois will make raids on our supply of elementary teachers. They will induce some of our better teachers to leave the state by offering more attractive salaries and such other inducements as climate and better living conditions. How successful their raids are will depend upon the aggressiveness of school administrators of Illinois in attracting our own teachers to remain.

5. The shortage of teachers in the field of special education will continue for several years. Since most special education teachers are prepared on the elementary level, their shortage will be serious as long as elementary teachers are in short supply. Teacher-training institutions are not able even to begin to train enough special education teachers to meet the demand.

*These figures were provided by Luther Black, secretary of the Illinois State Examining Board.

TEACHERS SPEAK UP

(Continued from page 290)

ask them what a school is for. I am sure we would get almost as many answers as the number of people we asked.

I am interested in the teacher's basic ideas concerning life, the purpose of education, and the part that he plays, the school plays, the church plays, and the community plays in the education of children.

We wonder about the teaching of spiritual and religious values. We ask why more emphasis is not put on this phase of teaching. How can it be when the teachers themselves have never had it emphasized to them. In my opinion a foundation in the philosophy of education is as important to building a good teacher as a solid foundation is to the building of a good house.

When we have built this foundation, then we can begin with the methods of teaching. In the past I am afraid that we made the mistake of beginning with the methods first, and many teacher candidates were given a mixture that they could never separate or did not separate and place in any particular pattern; therefore, in many cases they just went back and taught much in the same manner that they were taught when they went to school.

—Felix A. Williams, superintendent, Steeleville Community Consolidated School.

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—IEA Photos by W. Stewart Williams

SCHOOL PUBLIC RELATIONS Conference at Illinois State Normal University Mar. 8 was attended by more than 200 school, press, and radio people from throughout the state. 1) Conference planners have a talk with conference speakers. Left to right are Herold C. Hunt, general superintendent of Chicago schools, the luncheon speaker; Claude E. Vick, director of professional and public relations of the Illinois Education Association, conference co-planner; Robert C. Schaub, executive editor of the *Decatur Herald* and *Review*, keynote speaker; Mrs. Gertrude Hall, director of publicity at ISNU, conference co-planner; and Ray Livesay of radio station WLBH in Mattoon, keynote speaker. The three section meetings, well-attended by interested groups, were 2) "it starts in the classroom," 3) meeting the attacks on the schools, and 4) organizing the public relations program.

Graduate Work Offered In Art Education

A new graduate study program leading to a master of science degree in art education was begun in February at the Institute of Design of Illinois Institute of Technology. The program will follow a new theory in education curricula, emphasizing subject matter rather than teaching techniques. Students may study on a part-time basis in the evening division or during the summer.

Hunt Tells School PR Conference 21 Ways to Improve Public Relations

Good daily classroom instruction is the basic foundation stone in building good school public relations, Herold C. Hunt told the fourth annual school public relations conference held Mar. 8 on the campus of Illinois State Normal University. Dr. Hunt, general superintendent of Chicago schools, was the luncheon speaker at the conference, which was sponsored jointly by the Illinois Education Association and ISNU.

Dr. Hunt, speaking to a capacity audience of 208, listed 21 possible activities which might help school systems improve their public relations, but he said the most important part of any program of public relations — the boys and girls who go home and tell their parents what has happened at school. He emphasized that "good public relations are good personal relations."

During the opening session of the conference, "The Press and Radio Look at Education" was discussed by Robert C. Schaub, executive editor of the *Decatur Herald* and *Review*, and Ray Livesay of radio station WLBH in Mattoon, a director of the Illinois Broadcasters Association.

Mr. Schaub said that school business is the public's business, and the public has a right to know what is going on in the schools. The press and radio can be agents for furthering good public relations. The speaker said there are three stages in these relations between school and public: sheer promotion, press agentry, and public relations. Only the latter carries a two-way responsibility not only to tell the people what the schools are doing, but to bring the public's reaction back to the schools.

Mr. Livesay told the conference that the human voice is the most potent and convincing of the human faculties, and therefore the mass media of radio is a powerful tool for public relations. He said that both the newspaper and radio have a job to do in the community, and that cooperation is important. He urged the educators not to pass up the great potentiality of radio in their public relations programs.

The group then broke up into three section meetings, where school, press, and radio consultants led discussions on organizing the public relations program, meeting the attacks on the schools, and "it starts in the classroom."

The group discussing attacks on the schools recommended that educators not be guilty of defending schools on a right-or-wrong basis. Instead, the facts should be studied and presented to the public, and the attacks appraised in the light of these facts.

AASA Illinois Breakfast Attracts Overflow Crowd

The Illinois breakfast, held during the regional convention of the American Association of School Administrators in St. Louis Feb. 23 to 27, proved to be a very popular attraction. Although arrangements were made to seat 250 persons, 276 were actually served (13 of these at tables quickly set up in the hall). Many latecomers, expecting to buy tickets at the door, had to be turned away.

Earl Hanson, superintendent of schools at Rock Island and a member of the IEA committee on moral and spiritual values, was the principal speaker.

Paul Grigsby, Granite City superintendent of schools, introduced two special guests—Werner Form of Limburg, Hessen, Germany, and Gunter Erdmann of Heidelberg, Germany. These two boys are exchange students and seniors at St. Louis University High School. Gunter's father, Fritz Erdmann, was in Illinois in 1949 with three other German educators to observe methods of US education and educational associations. He is headmaster of a commercial high school in Heidelberg.

A large number of Illinois administrators and leaders in education took part in the discussion groups and all-day clinics of the AASA program, and the programs of other allied organizations which met during this time.

Tazewell School Employees Operate Own Credit Union

Employees of the Tazewell County schools are operating their own credit union, not for profit but for service. Members of the credit union can borrow money at rates of 1 percent a month on the unpaid balance of the loan, rather than the higher rates of 2½ or 3 percent required by commercial loan companies.

Any employee of the Tazewell County schools is eligible for membership in the credit union by paying a 25-cent application fee and purchasing one $5 share. He is then entitled to deposit savings, borrow money, and vote at member meetings.

At no extra expense to the member, credit union insurance will retire a loan in full in case of death, and shares bought before age 55 are paid two to one at the time of death.

Officers of the credit union are Gerald Miller, president; Eleanor McCoy, vice-president; Mildred Jabsen, secretary; and Glenn Darnaby, treasurer.

McIntyre Accepts Fulbright Award

Dr. Wallace E. McIntyre, associate professor of geography at Illinois State Normal University, has been granted a leave of absence beginning with the close of the school year to enable him to accept a Fulbright award as a teacher of economic geography for nine months at the University of the Philippines in Quezon City, P. I. The academic year there starts in July.

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Browne's Report Shows Teacher Supply Inadequate

"The Illinois state teachers colleges constitute the state's largest source of supply for teachers, yet cannot meet current demands," Dr. Richard G. Browne said in a report to the State Teachers College Board, of which he is executive officer. He added, "Furthermore the need for teachers is certain to rise sharply during the next two decades."

The board, in a recent meeting at Illinois State Normal University, discussed with Dr. Browne and the college presidents the role of the teachers colleges in higher education in Illinois. The board governs Eastern Illinois State College, Western Illinois State College, Northern Illinois State Teachers College, and ISNU.

Although the colleges under the board's jurisdiction have enrolled far more students the past decade than in any previous period, Dr. Browne pointed out, the 1200 graduates sent into teaching annually are not nearly enough. He called the college placement records "remarkable," in view of the fact that 69.2 percent of the 6214 graduates from the four colleges went into teaching during the past 10 years.

"Furthermore over 95 percent of these placements have been in Illinois schools," Dr. Browne said.

FACULTIES ARE 'SUPERIOR'

The report also characterized the faculties of the four colleges as "superior," the libraries as "of high quality," and the curricula as "experimental but not extreme." The proportion of the faculties holding doctor's degrees increased from 35 to 45 percent in 10 years. Library facilities are larger than those of other colleges of comparable enrollment. "The colleges have been willing to experiment but none have gone to extremes in curriculm change."

The most serious needs of the colleges are in physical plant construction, the board was told. "Although some progress was made the past decade, the Illinois teachers colleges deserve criticism for all too frequent inadequate buildings."

"None of the colleges has adequate provision for college classrooms and offices. No college has an adequate auditorium. Training school facilities are antiquated and incomplete in three of the four colleges. Library facilities and science laboratories are very unsatisfactory at one college.

"None of the colleges makes suitable provision for the important work being done in music education. Student unions, permanent cafeteria facilities, and faculty housing provisions are virtually non-existent at any school. Some older buildings are in urgent need of replacement.

"Yet the colleges operate under a heritage of achievement and leadership in teacher education," the report showed. "And all four are fully accredited by all the proper accrediting societies."

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Supreme Court Upholds Subversive Teacher Law

The United States Supreme Court has upheld by a six to three decision a New York state law aimed at ridding public schools of subversive teachers. The law, known as the Feinberg Law, was passed in 1949 but had not been put into operation pending the Supreme Court test.

This law directs the New York state board of regents to draw up a list of subversive organizations, and membership in a listed organization constitutes grounds for dismissal unless loyalty is otherwise proved. Teachers and organizations are granted hearings.

The majority opinion held the statute does not violate the constitutional guarantees of free speech and assembly, saying that "persons have the right under law to assemble, speak, think, and believe as they will . . . (but) they have no right to work for the state in the school system under their own terms."

The dissenting opinion charged the law "inevitably turns the school system into a spying project" under which regular loyalty reports on teachers must be made out and "the principals become detectives; the students, the parents, the community become informers."

The Supreme Court, also by a six to three decision, threw out a case which sought to prevent reading of the Old Testament and reciting of the Lord's Prayer in New Jersey public schools.

The court ruled that it lacked jurisdiction in the case, and that there was no claim of injury or evidence of forced acceptance of any dogma.

American Education Week For 1952 To Be Nov. 9-15

American Education Week for 1952 has been scheduled for Nov. 9 to 15. The general theme will be "Children in Today's World." Daily topics for the week will be their churches, their homes, their heritage, their schools, their country, their opportunity, and their future.

Organizations which sponsor American Education Week are the National Education Association, American Legion, US Office of Education, and National Congress of Parents and Teachers.

—Press Publications Photo, Elmhurst

TEACHERS LEARN to care for accidents during a 10-weeks Red Cross first aid course at Lombard. Under the direction of a Red Cross instructor, the teachers study the latest first-aid methods, practice on one another, and must pass a written test. The course, held after school, was so popular that two classes were needed. Left to right are Geraldine Arnold, Robert Chelseth, Hilmer Youngberg, Bernice Staw, and Helen Holterman.

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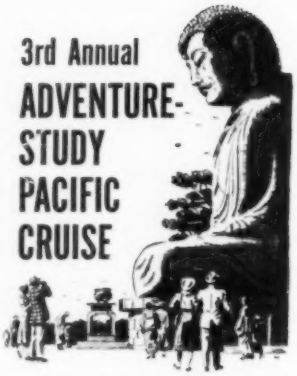

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TEA for Mrs. Janie Alexander, president of the NEA Department of Classroom Teachers, was given at Ottawa Township High School Feb. 8. Mrs. Alexander visited a number of schools during her two-weeks scheduled trip through Illinois in February. Left to right are Ray Hawley, superintendent, and Lucile Claus, assistant superintendent, LaSalle County; Robert Johnson, president of the high school association; Mrs. Alexander; MacRae Shannon, principal of Ottawa Township High School; and Mary LeMay, president of Illinois Association of Classroom Teachers.

SIU Offers Planned Institute Programs

Planned programs for teachers institutes are now available to county school superintendents in southern Illinois as a result of a new service of the extension division of Southern Illinois University. The SIU education department is cooperating with the extension service in preparing the programs.

The first such program will be April 10 at Cave-in-Rock for the Hardin County spring institute.

Results of special-interest questionnaires sent to teachers, administrators, and county superintendents were tabulated and the first five were chosen as topics for planned programs. A specialist in each field from the SIU education department helps plan the program. Southern faculty members as well as teachers from the area with particular qualifications in the desired field are called upon to participate in the program with lectures, demonstrations, or panel discussions.

Program fields chosen, in the order of preference, are: approaches to remedial teaching; the exceptional child in the classroom; promoting motivation in the classroom; measurement of intelligence, achievement, aptitude, interest, and the interpretation of results; and the role of the school in character development.

National College To Begin Grad Program

After 66 years of concentration on undergraduate study in the field of elementary education, National College of Education at Evanston, the oldest private elementary teachers college in the United States, will open its doors to graduate study beginning June 9.

In making the announcement, Pres. K. Richard Johnson said, "In a college founded on the principle of learning-by-doing, this graduate program will be unique in that it will be primarily concerned with teacher performance."

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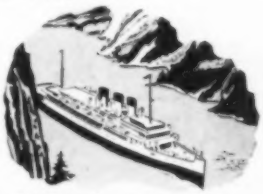

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NEWS

Blackhawk Division FTA Holds Election Meeting

Appointment of Miss M. Fern Slusher of Moline as director of FTA activities in the Blackhawk IEA Division was announced at the second meeting of the Blackhawk Division FTA, held at Orion High School Feb. 7 in connection with the IEA division's delegate assembly meeting.

FTA officers elected at the meeting were Jim Blomberg, president of the Augustana College FTA chapter and past vice-president of the Illinois Association of Future Teachers of America, president; Jane Radcliff of Kewanee, vice-president; Barbara Ling of Weathersfield, corresponding secretary; and Shirley Smartzy of Moline, recording secretary.

The discussion topic for the meeting was "Leadership and Its Relationship to the Teacher."

Organization of such a division FTA was begun last spring; approval of the plan was received from the division last fall. The purpose of the division FTA is to bring the individual clubs and chapters closer together and to increase statewide cooperation in IAFTA. It also provides an FTA organization for students in schools which are too small to form clubs.

National FTA Leader To Address IAFTA Meeting

Mrs. Wilda Freebern Faust, national secretary of Future Teachers of America, will be the principal speaker at the annual convention of the Illinois Association of Future Teachers of America which will be held in the Board of Education Building at Springfield Saturday, April 26. The Sangamon FTA Club of students from the three Springfield high schools will act as host.

Mrs. Faust will spend a few extra days in Illinois visiting FTA clubs and chapters in three cities. She is scheduled to meet with the Alice Wheelock FTA Club of Moline Thursday, April 24; the Jeffersonian FTA Club of Alton and the W. O. Hampton Chapter of Shurtleff College in Alton on Monday, April 28; and the Egyptian Chapter in Carbondale on Tuesday, April 29.

It is hoped that all Illinois future teachers will be able to meet Mrs. Faust personally while she is in Illinois.

H. G. Ayre Appointed Western Math Head

Dr. H. Glenn Ayre has been appointed head of the mathematics department at Western Illinois State College, to replace Dr. Edwin Schreiber who died last December.

Dr. Ayre received his bachelor's degree from Southern Illinois University, his master's degree from the University of Michigan, and the Ph.D. from George Peabody College for Teachers. He came to Western in 1937 from Waukegan High School. During the past eight years he has been a teacher and director of the general college.

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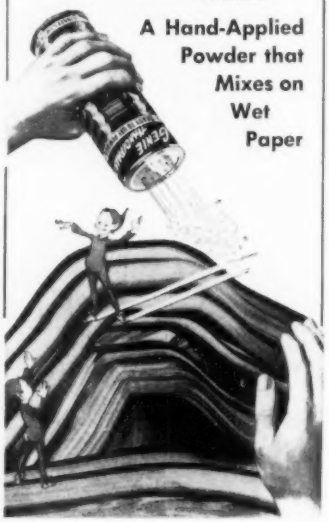

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HICKORY STICK and stern look help John W. Allen, Southern Illinois University museum curator, portray the principal at the annual SIU faculty "kid party" Feb. 15. Faculty returned to its school days in an old-fashioned schoolroom complete with pot-bellied stove, dunce caps, and Mr. Allen's hickory stick.

—*SIU News Photo*

21st Conference on Youth To Be in Chicago May 1-3

The Illinois Education Association will be an honorary co-sponsor of the 21st annual Conference on Youth and Community Service, to be held May 1-3 at the Hotel Sherman in Chicago.

This year's meeting will be based on the theme, "Teamwork in Building Personalities," stressing methods of cooperation among the various disciplines dealing with youth. Of special interest will be a panel on "The Synthesis of Professional Opinion," in which leading authorities from the fields of religion, medicine, social work, law, and education will discuss a joint approach to delinquency prevention.

As in previous years, all sessions will be open to the public free of charge.

The conference is presented annually under the joint auspices of the Division for Youth and Community Service of the Illinois Department of Public Welfare and the Big Brothers and Sisters Association of Illinois. Nearly 80 organizations and agencies interested in the problems of youth serve as honorary co-sponsors.

Judge Don Scott of Harrisburg, a member of the division advisory board, is program chairman.

Educational Theater Group Begins Placement Service

The American Educational Theatre Association, the national professional organization for teachers of theater and drama, has established a contact placement service to act as a central clearing house for positions in the educational theater field.

The placement service, under the chairmanship of Betty McGee Vetter, will be open to members of AETA or one of the participating organizations, which are the National Theatre Conference, American National Theatre and Academy, the Children's Theatre Conference, and the National Association of Dramatic and Speech Arts.

Regular and student members will pay a fee of $2 when they submit their application blanks. Further information, application blanks, and vacancy qualification forms for employers may be obtained by writing to Miss Vetter at 706 Taylor Road, Pimwit Hills, Falls Church, Va.

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—ISNU Photo by Nelson Smith

LITTLE RED SCHOOLHOUSE of the past is depicted in an exhibit at Illinois State Normal University Museum. William Brigham, a teacher and administrator since 1894, looks over some of the documents and objects relating to rural schools which he collected and presented to the museum. The collection includes school attendance records, receipted bills, class schedules, rewards of merit for conduct, teachers certificates, poll books, and many other types of papers. Some of the documents go as far back in McLean County history as 1858. Mr. Brigham has written a recently-published book, "The Story of McLean County and Its Schools," based on the information gleaned from the collection.

Teacher Educators Oppose Ford Foundation's Five-Year Training Plan

Problems and ways of improving teacher education accreditation and the controversial Ford Foundation teacher education proposal to Arkansas were the focal points of discussion at the fourth annual meeting of the American Association of Colleges for Teacher Education in Chicago Feb. 21 to 23. Presidents, deans, and professors of 253 colleges and universities throughout the nation were in attendance.

The association was quick to raise objections to the Ford Foundation project to establish, as the teacher-education curriculum in all colleges of Arkansas, a four-year program of general education to be followed by a year of professional internship. In a statement to the AACTE member colleges in Arkansas, the association membership described the proposal as "the universal imposition of a highly unpromising pattern upon all participating institutions."

DANGER OF DOMINATION

The statement expressed the opinion that "the people of Arkansas have every right to determine for themselves what kind of education they want for their teachers, and what kinds of curriculum organization will provide for them the supply of teachers they need for their schools." Among dangers inherent in the proposal, it was agreed, is "domination of a state's educational system by a central agency in the United States, whether governmental or private."

The AACTE defined the Ford project as an "adoption of an 18th century model for teacher preparation, a scheme comparable to that used 500 years ago."

Amid expressed concern over the inadequacy of the present methods of accrediting teacher education rose support of the proposed organization of the National Council for Accreditation of Teacher Education. Under the plan five groups would participate in the formation and operation of the council, the American Association of Colleges for Teacher Education, National Education Association, National School Boards Association, National Council of Chief State School Officers, and National Association of State Directors of Teacher Education and Certification.

Conference April 25-27 For School Librarians

A three-day conference for Illinois school librarians, originally scheduled for Pere Marquette State Park, will be held at the Broadview Hotel in East St. Louis April 25 to 27. The theme of the conference will be "The School Library and the Guidance Program."

Exhibits of school library projects, commercial exhibits, demonstrations, visits to outstanding libraries in the area, and group discussions are planned to give school librarians concrete suggestions on the major theme.

The keynote speaker, Prof. E. T. McSwain of Northwestern University, will talk on "Teachers and Librarians: Co-Partners in Social Education." Mildred Nickel, director of school libraries in the Office of the Superintendent of Public Instruction, will be among the consultants on hand to offer help in library problems.

The various aspects of the library's role in the guidance program will be discussed by a panel of educators from the fields of reading, vocational guidance, and social guidance.

Francis Lynch of Granite City Community Unit is chairman of the conference; publicity chairman is Raymond Erbes of Reavis High School in Oak Lawn.

Roy V. Jordan, curator of the Clint Clay Tilton Library of Lincolniana and Americana at Southern Illinois University, retired Mar. 8 after 48 years' service as a teacher and administrator in southern Illinois schools.

—SIU News Photo

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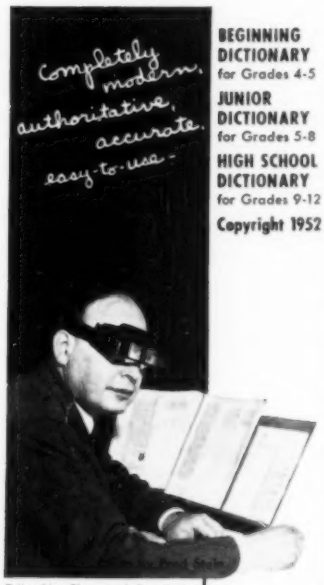

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NEWS

IASCD Annual Meeting To Be at SIU April 24-26

The 36th annual meeting of the Illinois Association for Supervision and Curriculum Development will be April 24 to 26 at Southern Illinois University. The conference theme will be "Fostering Professional Growth."

The session on Thursday, April 24, will include a tour of the laboratory school at Southern. John D. Mees, principal of the lab school, will act as chairman of a panel which will discuss teacher education. Panel members will be from the lab school faculty.

On Friday morning Dr. Wilbur A. Yauch, dean of the school of education at Northern Illinois State Teachers College, will give the address. The luncheon speaker will be Miss Loretta McNamara of Hinsdale, first vice-president of IASCD.

Five discussion groups Friday afternoon will consider social studies, pupil reporting, language arts, patterns of organization for curriculum improvement, and child development approach to curriculum improvement.

Reports at the business meeting will be made on teacher recruitment, membership, constitutional revisions, and nominations.

The banquet speaker on Friday night will be Dr. Harry Sparks of Murray College, Kentucky. A modern dance group from SIU will provide the entertainment.

The Saturday morning session will consist of discussion groups and an address by Irving Stout of Southern.

Audio-Visual Association To Meet April 24-25

The Illinois Audio-Visual Association will hold its spring meeting at Robert Allerton Park in Monticello on April 24 and 25. Pres. Thomas H. Boardman, audio-visual director of the Freeport schools, will preside.

Thursday morning's session will start with a panel on "School Buildings and Audio-Visual Problems." Dr. Arthur F. Byrnes of Eastern Illinois State College will lead a symposium Thursday afternoon on film censorship, budgetary problems, in-service teacher training, and student operators' clubs. The banquet speaker Thursday night will be Dr. Harry C. McKown, well-known author. During the evening the Illinois Audio-Visual Association will present engraved plaques to A. B. Roberts and Mr. McKown for their outstanding work in the promotion of the use of audio and visual instructional materials.

"The Future of Educational Television" will be discussed by George Jennings, director of the Radio Council of the Chicago Board of Education, on Friday morning. A business session following this will conclude the meeting.

Reservations for accommodations at the park should be sent to Executive Secretary S. E. Alkire, 407 Centennial Building, Springfield.

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56. **Posture Posters,** set of seven, are designed for use in the classroom to assist teachers in maintaining helpful posture. (American Seating Co.)

57. **Picture folder of famous composers,** a pictorial review of 49 great figures in music, from the 16th century to the present, has been issued in a new format. Many of the composers' portraits have been changed to bring out to the best advantage the appearance and personality of the subject. Seven composers have been dropped from the new issue, and 14 who have been recognized more widely in recent years, some of them contemporary, have been added. One copy only to a teacher. (RCA Victor)

58. **Schoolmaster folder** completely describes this newest member of the SVE projector family and suggests ways it may be used most effectively within the large or the small school. In color. Illustrated. (Society for Visual Education)

20. **The Genie Story** is a 16-page, full-color book in which a genie shows a schoolboy the part that coal plays in our daily lives. (Bituminous Coal Institute)

43. **A Spring Supplement to the 1951-52 EBFilms Catalog** lists and describes 90 new titles that are released now or will be released later in the spring, summer, or fall. If you have a sound projector and are using classroom films in your school you will want the supplement. (Encyclopaedia Britannica Films)

45. **How to Increase Reading Skills** is a 16-page booklet which outlines four steps which teachers have found helpful on this problem. Techniques suggested are useful only above the primary level. (Webster Publishing Co.)

59. **Vacation tour folders** outlining itineraries on trips to Magic Yellowstone, the Historic East, Golden California, and Colorful Colorado. (American Buslines)

60. **Manitoba Travelkit** is an attractive kit containing a good selection of colored folders, maps, etc., giving particulars of tourist attractions in Manitoba, Canada. (Province of Manitoba)

52. **The Telephone in America** is an illustrated 36-page booklet describing the people and equipment behind your telephone. Classroom quantities are available to help you in your unit on communications. (Illinois Bell Telephone Co.)

53. **Information on FM radio** includes a 12-page, non-technical booklet explaining advantages of FM radio; 2-page mimeographed report on uses for FM radio in classrooms; and complete information on Zenith FM-AM radios.

67. **Supplement No. 1** to the catalog, "US Government Films for School and Industry," has been issued by United World Films. The original catalog plus the supplement describes more than 2500 US governent films and filmstrips that are sold under government contract by United World Films.

68. **Folder on Thrift-Tailored Vacation Tours** will show you vacation trips to all the thrilling places in America, with full details on what you will see. Whether you are going by bus or not, you will find this folder helpful in selecting your vacation spot for 1952. (Continental Tours)

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Board Briefs

The board of directors of the IEA met at the Jefferson Hotel, St. Louis, Mo., at 9:30 a.m. Feb. 24, Pres. J. A. Mann presiding. Other directors present were: J. E. Pease, Louise Sullivan, Mabel Schwarz, Mary LeMay, and Olin Stead.

The board approved minutes of its previous meeting, and reports as follows: IEA building fund, IEA enrollment, Commission on Teacher Education and Professional Standards, and legislative committee. It approved a resolution endorsing the Boy Scouts of America plan to promote voter registration, voting, and civic participation. It reappointed present members of special committees and the commission, and assigned Miss Sullivan to a vacancy on the commission, with appointment being effective July 1.

The board directed that the executive secretary attend the annual meeting of the World Organization of the Teaching Profession if he finds it possible to do so. It voted $100 per state association delegate to apply on expenses in connection with the summer meeting of the NEA. It approved reports from the field assistants, discussed plans for leaders conferences and fall workshops, considered staff salaries and travel allowances, and agreed to meet again in Chicago April 4, and in Springfield May 2.

The meeting adjourned at 12:40 p.m.

IRVING F. PEARSON
Executive Secretary, IEA

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ENCYCLOPAEDIA BRITANNICA FILMS

Wilmette, Illinois

Audio and Visual

By DR. ARTHUR F. BYRNES

Director, Audio-Visual Education Center
Eastern Illinois State College

FILMS

Out of True (College, adults. Mental health, psychology. Sound, black and white, 41 minutes, rent or purchase. International Film Bureau)—Molly Slade, a housewife and mother, lives with her family and mother-in-law in a crowded tenement district. Minor frustrations grow and are exaggerated into a feeling of resentment toward the mother-in-law. Molly attempts to destroy herself, and is given psychiatric therapy in a mental hospital. Her doctor determines the cause of the breakdown as a subconscious association between the mother-in-law's presence in the home and Molly's unhappy childhood caused by a dominant mother. Skillful treatment restores Molly's mental health.

It Doesn't Hurt (Primary, intermediate. Sound, 11 minutes, black and white or color, rent or purchase. Coronet Films, Inc.)—This is the story about George Flint and his teeth. In the opening scene George and his mother are in the dentist's office. Through flashbacks we see that George never cared for his teeth properly, and finally through neglect his teeth begin to ache and he has to visit the dentist. Dr. Wells shows him the proper brushing technique and reminds him about a proper diet.

Pipeline to the Clouds (Elementary, junior, senior high, adult. Sound, 25 minutes, color, free loan. General Electric Co.)—The film explains the importance of water to all industrial life, the crucial problem of water conservation and distribution, the various methods of mining and reserving water, and the relation of forestry and irrigation to water and its conservation. The film stresses the important part each individual plays in water conservation. One of the best of its kind yet produced.

Soapy, the Germ Fighter (Primary, elementary, and junior high. Sound, 10 minutes, color, rent or purchase. Avis Films, Inc.)—"Soapy" introduces himself to Billy in a dream as a cowboy washing himself, explaining that washing oneself is not "sissy" but actually is a protection against germs and disease. Washing one's hands before handling food, helping in the kitchen, setting the table, eating, and brushing teeth, and after playing games, going to the toilet, and playing with animals are good ways to help remain healthy. The importance of cleanliness is further emphasized by presenting information about health officers and laws governing the handling and sale of food. Billy accepts "Soapy" as a partner and learns facts that enable him to monitor and be his own health officer. The film is well done, and should help in developing an attitude toward cleanliness.

FILMSTRIPS

A filmstrip interpreting the school program for parents and taxpayers has recently been released by Wayne University entitled **The Report Card Comes Home.** Great Explorers Series No. 1 has six filmstrips in color. Titles include **Marco Polo, Hernando Cortez, Jacques Marquette, Ferdinand Magellan, John Cabot,** and **Lewis and Clark.** Produced by Young America Films, Inc.

For elementary grades Pat Dowling Pictures has released a **Trees and Forest Conservation** series that is excellent in information and technical detail. Modern living apparently makes SVE's two new filmstrips a must for high school girls; they are **The Certified Baby Sitter** and **Enter the Baby Sitter.**

RECORDINGS

Capitol Records have added their contribution to documentary recordings with their production, **Hark the Years.** The voices of presidents from Roosevelt to Roosevelt; Generals Pershing and Foch; athletes Babe Ruth and Jack Dempsey; stage stars John Barrymore, Douglas Fairbanks, and Caruso; and other personalities as Billy Sunday, Charles Lindbergh, Albert Einstein, and Will Rogers are all brought out in excellent technical quality and help bring alive the past decade of history.

Wayne University has an album of 13 pieces, called **Music for Movement,** designed to help children coordinate to musical rhythm. Physical education people in the lower elementary grades will find it helpful.

For kindergarten children Young Peoples Records have **Three Little Trains.** Totter, Ringer, and Chugger sing in different keys and attempt to teach each other their songs.

TELEPHONE MANNERS and proper usage are demonstrated by these marionette residents of Telezonia in the color film, "Adventure in Telezonia," available to elementary schools free of charge from local Illinois Bell Telephone Co. business offices. In mythical Telezonia everything is made of telephone parts. This 18-minute, 16mm film is part of the specially-designed "package" which also contains a filmstrip, student booklets for each child, two practice directories, two telephones, and a teachers manual. In the film, Bobby, a 10-year-old boy, loses his dog and in his excitement fails to use the telephone correctly. He attracts the attention of a gnome who offers to help and escorts him to Telezonia, where the dog is finally located through Bobby's correct use of the telephone.

CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

Guidance Index, January, 1952. Science Research Associates, Inc. Paper. 16 pages.

Published monthly during the school year, lists current material available in the guidance field, many of which are free or inexpensive.

Red Letter Days for January, Nellie Zetta Thompson. Marketing Research Services, Inc., 2100 Connecticut Avenue NW, Washington 8, D. C. Paper. 17 pages. Price, 35 cents; three for $1.

Second in a series of 10 pamphlets, to be published monthly during the school year, on special occasions in the schools. Contains suggestions to teachers on ways to use special days and weeks in the classroom through art work, decorations, activities, projects, scripts, stories, etc.

3434 US Government Films, Seerley Reid and Virginia Wilkins. Federal Security Agency, Office of Education.* Paper. 329 pages. Price, 70 cents.

A catalog which lists and describes films, filmstrips, and slides available for school use.

A Directory of 2002 16mm Film Libraries, Seerley Reid and Anita Carpenter. Federal Security Agency, Office of Education.* Paper. 113 pages. Price, 30 cents.

An annotated list, by states and cities, telling the number and type of films available from each source.

The Popular Teach-O-Filmstrips, Teach-O-Discs, and Teach-O-Slides, 1951-1952 Catalog. Popular Science Publishing Co., 353 Fourth Avenue, New York 10. Paper. 18 pages.

An annotated list of 237 filmstrips and 85 records, for all grade levels, plus a teachers guide which correlates these audio-visual aids with courses of study.

Art

Directions in Art Education. Illinois Art Education Association. William Realmer, President, 7776 Lake Street, River Forest Public Schools, River Forest. Paper. Illustrated. Price, $1.20.

Cooperatively-written by the members of the association, this book describes some of the methods, materials, and trends in elementary, junior high, and high school art work. One section describes the needs of these groups of children and how they are met through creative activity.

Silk Screen Printing, James Eisenberg. McKnight and McKnight Publishing Co., Market and Center Streets, Bloomington. Paper. Illustrated. 64 pages. Price, $1.25.

Tells how to build inexpensive equipment, what tools and materials are necessary, and gives instructions on the steps necessary in silk screen work.

Public Relations

School Public Relations. Office of Public Relations and Office of Research, Western Illinois State College, Macomb. Paper. Illustrated. 87 pages.

A handbook on the organization, administration, and evaluation of public relations programs.

Let's Look at the Attacks on the Schools, Alberty and others. The Ohio State University Press, Columbus. Paper. 144 pages. Price, $1.50.

A report, by a workshop group in the college of education, which analyzes and evaluates some of the current attacks on education. Should be useful in refuting many of the charges made against the schools.

Everybody's Schools. National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5. Paper. 12 pages. Price, 25 copies, 60 cents.

An explanation of what the community can do to help secure more school buildings, better salaries and training for teachers, and improved curriculum and classroom equipment. Includes a section on meeting the attacks on the schools.

Science

A Laboratory Course in Biology, James C. Adell and Louis E. Welton. Ginn and Co. Paper. Illustrated. 282 pages. Price, $2.20.

A high school book combining laboratory, workbook, and textbook methods which stress biological facts and principles that enter into everyday living.

Practical Electricity and Magnetism, Maurice Rubin. Chemical Publishing Co., Inc., 212 Fifth Avenue, New York 10. Cloth. Illustrated. 356 pages. Price, $7.50.

A source of information for the student or layman who has no technical background, the book progresses from the basic concept of electricity and magnetism to more advanced aspects of electronic and magnetic phenomena.

Social Studies

Active Citizenship, Harry Bard and Harold S. Manakee. The John C. Winston Co. Cloth. Illustrated. 512 pages. Price, $3.44.

A challenge to teen-agers to learn to become better citizens by being active ones and improving their community. Junior high school social studies text.

Community Resources, John E. Ivey, Jr., Woodrow W. Breland, and Nicholas J. Demerath. The John C. Winston Co. Cloth. Illustrated. 320 pages. Price, $2.56.

The basic process of what communities are, how they grow, and how we can correct their problems. Junior high school social studies text.

The Puzzle of Food and People, Amabel Williams-Ellis. Manhattan Publishing Co., 225 Lafayette Street, New York 12. Paper. Illustrated. 58 pages. Price, 60 cents. Quantity rates.

Published for UNESCO, this geography reader is designed for schoolroom use by pupils 10 to 14 years old. It points out the problems—such as conservation, transportation, and production—which must be solved before there is food for all people all over the world.

Food For All. Department of Elementary School Principals, NEA. Paper. Illustrated. 32 pages. Price, 50 cents.

With the aid of UNESCO, a sixth-grade class in Maryland conducted a study of food problems throughout the world and what is being done to solve them. This is a lively account of their experience, illustrated with actual photographs of the children and with reproductions of the charts they used.

USA: the Permanent Revolution, by the editors of Fortune and Russell W. Davenport. Prentice-Hall. Paper. 254 pages. Price, $1.50.

A vital study of the American "way of life"—why we are the way we are, how we have applied our ideals to our political and economic systems, and the problems that lie ahead of us as the moral leader of our times.

What About Communism?, Arthur M. Schlesinger, Jr. Public Affairs Committee, Inc. Paper. Illustrated. 32 pages. Price, 20 cents.

A brief, factual examination of the basic issues arising from the presence of communism in our society, and the answers to some of the questions being asked about its dangers.

Confuse and Control: Soviet Techniques in Germany. Division of Publications, Office of Public Affairs.* Paper. Illustrated. 108 pages. Price, 30 cents.

The story of Communist efforts in the Russian zone of Berlin to spread their ideas to the other sectors. Illustrated with actual photographs.

How Can We Pay for Defense?, Maxwell S. Stewart. Public Affairs Committee, Inc. Paper. Illustrated. 32 pages. Price, 20 cents.

An analysis of the relative values of the various proposals presented for dealing with inflation and the high cost of defense.

How to Make Relief Maps, Roger M. Shaw, Jr. Curriculum Laboratory, Division of Secondary Education, Teachers College, Temple University, Philadelphia 22. Paper. 9 pages. Price, 20 cents.

Directions for papier-mâché, copper foil, and felt maps, with lists of materials needed.

The Department of State Today. Division of Publications, Office of Public Affairs.* Paper. Illustrated. Price, 15 cents.

A study of the growth in size and complexity of the department of state as world affairs have become more complex.

South Africa Today, Alan Paton. Public Affairs Committee. Paper. Illustrated. 32 pages. Price, 25 cents.

Discussion of the economic upheaval and the serious racial and political tensions which are causing concern in South Africa today.

How Children Learn About Human Rights, Wilhelmina Hill and Helen K. Mackintosh. Federal Security Agency, Office of Education.* Paper. Illustrated. 16 pages. Price, 15 cents.

A Place of Subjects Series bulletin which gives classroom teachers suggestions on how to help children understand individual rights and to lead to an understanding of the Universal Declaration of Human Rights.

Young Germany, Apprentice to Democracy. Division of Publications, Office of Public Affairs.* Paper. Illustrated. 78 pages. Price, 35 cents.

A discussion of the ways American occupation forces are helping German youth to think for themselves, rather than "follow the leader."

Construction Ahead, Henry Billings. The Viking Press, 18 East 48th Street, New York 17. Cloth. Illustrated. 158 pages. Price, $3.

Three hundred years of road making, showing the gradual changes from Indian trail to modern express highway, as epitomized in the story of New York Route 199.

Keeping Up With the News, Per G. Stensland and Larry Dennis. Science Research Associates. Paper. Illustrated. 48 pages. Price, 40 cents; quantity rates.

This Life Adjustment book explains how responsible, well-informed readers help to maintain freedom of the press.

Of Courage Undaunted, James Daugherty. The Viking Press, 18 East 48th Street, New York 17. Cloth. Illustrated. 168 pages. Price, $3.50.

An account of the Lewis and Clark expedition from St. Louis to the Pacific.

Miscellaneous

Your Club Handbook, Nancy E. McDowell. Science Research Associates, Inc. Paper. Illustrated. 48 pages. Price, 40 cents; quantity rates.

Life Adjustment booklet to help young people get the most out of organized group and club activities.

Residence and Migration of College Students, 1949-50, Robert C. Story. Federal Security Agency, Office of Education.* Paper. 61 pages. Price, 35 cents.

Special features of the present report include separate data for graduate and undergraduate students, for Negroes, extension of classifications to include teachers colleges, normal schools, and junior colleges, and fuller consideration of foreign students.

Interim Civil Defense Instructions for Schools and Colleges. Federal Civil Defense Administration.* Paper. Illustrated. 26 pages. Price, 30 cents.

Scope of the program and how to finance it.

Offerings and Enrollments in High School Subjects, 1948-49, Rice, Story, Hull, and Wright. Federal Security Agency, Office of Education.* Paper. 118 pages. Price, 30 cents.

The tenth survey of the Office of Education.

The Activity Period in Public High Schools, Ellsworth Tompkins. Federal Security Agency, Office of Education.* Paper. 17 pages. Price, 15 cents.

A survey of types of procedures used for extra class activities.

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*For sale by the Superintendent of Documents, US Government Printing Office, Washington, D. C.

Ginn and Co., Statler Building, Boston 17.

NEA, 1201 16th Street NW, Washington 6, D. C.

Prentice-Hall, Inc., 70 Fifth Avenue, New York 11.

Public Affairs Committee, 22 East 38th Street, New York 16.

Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10.

The John C. Winston Co., 1010 Arch Street, Philadelphia 7.

IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, write to ILLINOIS EDUCATION. *Your request for information will be forwarded to the producer.*

Zenith FM-AM table radio fits classroom requirements unusually well. Zenith supersensitive FM for pulling in even weak FM stations, plus famed Zenith long-distance AM reception. Largest speaker ever incorporated in a Zenith table radio gives ample volume for large classrooms. Wide range tone control for music appreciation classes. Carrying handle plus light weight allows school children to carry it safely from class to class. Convenient size simplifies storage, conserves instructor desk space. Zenith Super Symphony, Model H725. Other FM-AM table models available.

Bell and Howell projector, Model 202, permits you to add your own commentary to 16mm motion pictures. The sound track of specially prepared film may be changed for use with different grade levels. Simply speak into a microphone as film is projected on a screen and you produce your own sound track on the film. Permanent until you erase it. No limit to the number of times a sound track may be erased and a new one recorded. Does not destroy the original sound track, the use of which becomes optional. Also permits sound to be added to any single-perforated 16mm "homemade" silent movie, after the film has been specially treated. Simple to operate. Price of projector, including microphone and magnetic recording device, and 6-inch speaker, $699.

Carton for mailing and remailing reels of sound recording tape, made of corrugated fibreboard, to provide added protection with minimum weight, is inexpensive and reusable. The carton folds around the standard sound recording tape box and is taped shut. Available for 4-inch, 5-inch, 7-inch, and 10-inch reels. Space is provided on the carton for the address, the return, and for postage. The 4-inch and 5-inch cartons retail at 15 cents, the 7-inch at 20 cents, and the 10-inch at 30 cents.

Recordio Tape Recorder is operated by push button controls. Plug in the new Recordio, push a button, and it records—push another button and it plays back. Two other buttons give fast forward or fast reverse. Threading is simple; tape automatically centers itself and adjusts to proper tension. Completely self-contained—weighs less than 18 pounds and its over-all size is 12 in. x 14 in. x 7 in. Available in two models: both two speeds—one plays up to two hours on one 7-inch reel; the other plays up to four hours on one 7-inch reel. Price, $149.95; prices slightly higher west of the Rockies.

The Schoolmaster projector is a low-priced, 300-watt, blower-cooled, dual-purpose projector. Size 8⅝ in. wide x 11¾ in. long. Light weight and can be moved easily from one room to another. The teacher may operate from either the left or right side of the machine. Completely self-contained. Priced below $70.

Calendar

APRIL

14 to 18—Association for Childhood Education International, study conference; Philadelphia.

18 and 19—Illinois Council for the Social Studies, state meeting; Aurora College, Leland Hotel, and West Aurora High School.

19—Illinois Association for Health, Physical Education, and Recreation, spring meeting; Hinsdale Township High School.

20 to 22—Midwest Conference on Administrative Leadership Serving Community Schools; Fargo, N. D.

24 and 25—Illinois Audio-Visual Association, annual meeting; Allerton Park, Monticello.

24 to 26—Illinois Association for Supervision and Curriculum Development, 36th annual meeting; Southern Illinois University.

25 to 27—Illinois school librarians conference; Broadview Hotel, East St. Louis.

26—Illinois Association of Future Teachers of America, fifth annual convention; Springfield.

26—Illinois Council of Teachers of Mathematics, second sectional conference; Western Illinois State College.

28—High School College Day; Illinois State Normal University.

MAY

1 to 3—Conference on Youth and Community Service, 21st annual meeting; Hotel Sherman, Chicago.

9 and 10 — Midwest Association for Nursery Education, annual conference, Schroeder Hotel, Milwaukee, Wis.

16 and 17—IEA Leaders Conference, annual spring meeting; Abraham Lincoln Hotel, Springfield.

NEA Honor Roll

COUNTY WITH 100 PERCENT NEA ENROLLMENT

Randolph County

UNIVERSITY WITH 100 PERCENT NEA ENROLLMENT

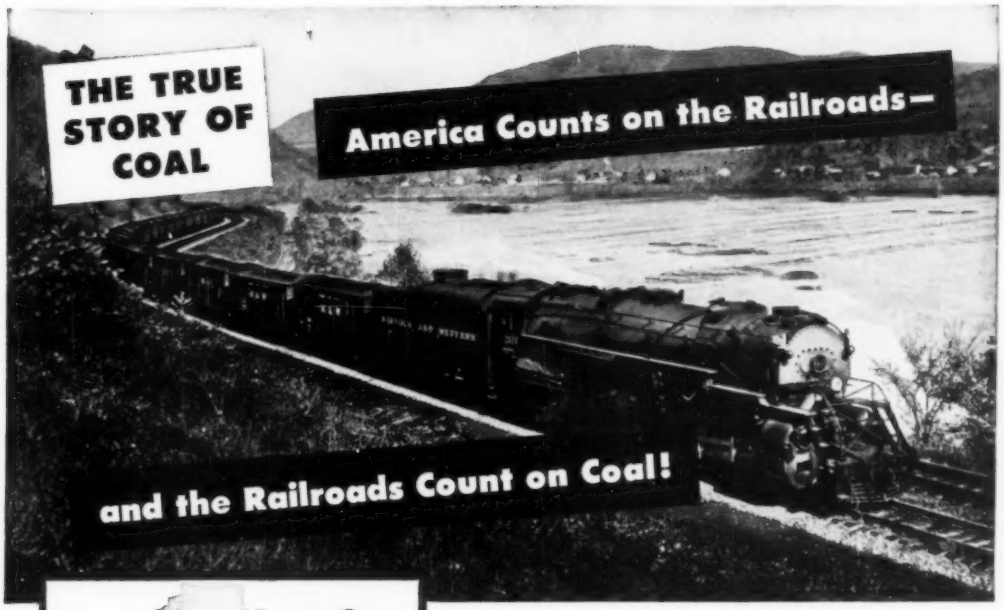
Illinois State Normal University

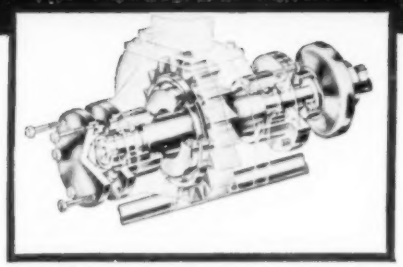
SCHOOL DISTRICTS WITH 100 PERCENT NEA ENROLLMENT

Arlington Township High School
Avoca (P. O., R. R. Wilmette)
Barrington (Com. Cons.)
Blue Island
Central (Com. Cons.)
Chester (Cons.)
Coulterville
Crystal Lake Community High School
Dixon
DuQuoin (Com. Cons.)
Elmwood Park (P. O. Chicago 35)
Gavin (P. O. Ingleside)
Glencoe
Havana (EL)
Homewood
Kenilworth (J. Sears)
Kinmundy
Kinmundy Community High School
LaGrange (EL)
Northbrook High School
North Chicago
Palos Park (Com. Cons.)
Prairie du Rocher (Com. Cons.)
Princeville Community High School
Red Bud (Com. Unit)
River Forest
Sheffield (Com. Cons.)
Sparta (Com. Cons.)
Sparta Township High School
Watseka Community High School
Willow Springs (Cons.)
Zion

SCHOOLS WITH 100 PERCENT NEA ENROLLMENT

Canton, Anderson School
Canton, Hulit School
Canton, Ingersoll School
Canton, John Dean School
Canton, Kellogg School
Canton, Wright School
Downers Grove, Washington School
East St. Louis, Garfield School
East St. Louis, Longfellow School
East St. Louis, National City School
East St. Louis, Webster School
Edwardsville, Glen Carbon School (P. O. Glen Carbon)
Edwardsville High School
Edwardsville Junior High School
Edwardsville, Kindergarten School
Evanston Township High School
Flossmoor, Leavitt Avenue School
Flossmoor, Western Avenue School
Galesburg Senior High School
Granite City, Marshall School
Granite City, Mitchell School (P. O. Mitchell)
Granite City, Nameoki School (P. O. Nameoki)
Pana, Lowell School

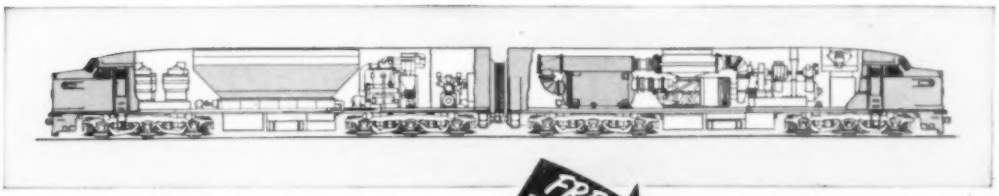




This high-capacity coal pump is the heart of the locomotive of the future shown below. It feeds powder-fine bituminous coal into the combustion chamber.

Since 1827, when the nation's first railroad began to haul coal in northeastern Pennsylvania, coal and the railroads have been mutually dependent. Last year the railroads used over 60 million tons of bituminous coal—making them *coal's third largest customer.* And the *railroad's best customer* is coal. 70% of all coal moves by rail from mine to market—earning for the railroads more than a billion dollars annually in coal freight revenue.

Dependable transportation is vital to the coal industry. Each day tremendous amounts of coal are mined and must be moved at once or production would be choked. The railroads, in doing this job, help make coal dependable in supply, abundant and economical—help make coal America's number-one fuel for heat, light, and power, now and for the future!



Jet plane of the rails—powered by coal! Here's an artist's sketch of a gas turbine locomotive fueled by coal. The driving force comes from air, super-heated by the combustion of powdered coal. A locomotive powering unit has already been tested. When put into operation, experts estimate savings will range from $12 to $15 an hour compared with the fuel costs of oil-fueled Diesels.

BITUMINOUS COAL

BITUMINOUS COAL INSTITUTE

A DEPARTMENT OF NATIONAL COAL ASSOCIATION

Washington, D. C.

FREE TO TEACHERS

"THE GENIE STORY," a new booklet for classroom use, showing in a sequence of color illustrations and simple dialogue how a schoolboy learns from the genie the magic of coal.

For your copy and a list of other teachers' aids, fill in this coupon and send it to: *Bituminous Coal Institute, Educational Department, 320 Southern Building, Washington 5, D. C.*

(PLEASE PRINT)

Name_____

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City_____ Zone____ State_____

Position_____

FOR EVERY ADDITIONAL CAR THE OIL INDUSTRY PUTS UP $500

YES, for every car you add to those already on the road—someone in the oil industry must invest more than $500 in new facilities. It takes that much money to provide the producing, refining, and distributing equipment to keep one additional car rolling. And it is a staggering total when you consider that last year the number of cars in operation went up about 2,400,000—to say nothing of additional trucks, busses, tractors, oil burners, etc

No government subsidy enters into paying the cost of the new facilities to handle this new business. This cost is met by the oil companies themselves—the sound, profitable, going concerns—both large and small. Since World War II members of the industry have spent over 12 billion dollars for new equipment.

During the same period Standard Oil and its subsidiary companies have spent over one billion dollars in this way. An important part of this money has come from re-investment of two-thirds of its profits for new tools and equipment in a vast expansion program.

This investment has also provided research facilities for product improvement. It has provided more and better jobs. In turn, it has yielded new profits that help Standard Oil add to the progress of the industry.

By putting a major part of our earnings back in our business, we are making sure that you will get still more and still better oil products in the future. You will get them even if your requirements should become far, far greater. And you will get quality goods at reasonable prices.

Investment of $500 in new facilities for every additional car that goes on the road thus yields returns both to us in the industry—and to you, our customers.

IT TAKES A LOT OF MONEY to find oil these days. The cost of finding oil in the ground is now several times greater, per barrel found, than ten years ago. A "wildcat" drilling operation can represent fifty to a hundred thousand dollars, sometimes runs over a million dollars. Yet America's oil reserves are at an all-time high. We have shared in making this possible through re-investment, in the past several years, of two-thirds of our profits to help provide necessary new facilities.

IT TAKES A LOT OF MONEY to move crude oil from the well to modern refineries and refine it into more than 2,000 petroleum products. Alvin R. Jones, of our Neodosha, Kansas, refinery works on a cracking unit, a part of refining equipment costing millions of dollars. The modern tools and equipment with which our employees work, provided in large part by reinvested profits, help our employees produce more, earn more and enjoy steady employment.

IT TAKES A LOT OF MONEY to solve the distribution problems connected with bringing you the finest petroleum products through Standard Oil dealers like Earl Bengston of Decatur, Illinois. Thousands of independent businessmen serving you under the Torch and Oval sign, provide the products you want, where and when you want them. And gasoline today is one

Standard Oil Com

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